

THE SOUTH INDIAN TEACHER

JUN 1949
MADRAS

Vol. XXII

JUNE & JULY 1949

Nos. 6 & 7

THE XXXIX MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, KURNOOL

The 39th Madras Provincial Educational Conference was held in the Municipal High School, Kurnool on the 10th, 11th and 12th May 1949 in a specially erected pandal, tastefully decorated and fitted with electric lights and loud speakers. The Reception Committee had made excellent arrangements for the boarding and lodging of delegates and for the conduct of the day-to-day proceedings of the Conference.

On the 10th, at 4.30 p.m. the President elect of the Conference Rev. Fr. Jerome D'Souza, S. J. was taken in procession from the Roman Catholic Mission compound to the Conference pandal

accompanied by volunteers, delegates and members of the Reception Committee.

At the entrance to the pandal, arrangements had been made for the hoisting of the National Flag. In the unavoidable absence of Sri Nivarthi Venkatasubbiah, M.L.A., Sri S. Nagappa, M.L.A., hoisting the National Flag, spoke on the significance of the Flag, the importance of education in Free India and the role of teachers.

The open session began at 5.30 p.m. The Chairman of the Reception Committee, Sri N. Sankara Reddi, M.L.C., welcomed the delegates.

WELCOME ADDRESS

SRI N. SANKARA REDDI, M. L. C.

Mr. President, Ladies and Gentlemen,

On behalf of the Reception Committee it is my privilege to extend to you a very cordial welcome to this, the 39th Session of the Madras Provincial Educational Conference. This is the second conference to be held in this District and the fourth in Rayalaseema. In 1926 in the cool month of December at Mahanandi, the most beautiful spot in this district and perhaps the most beautiful in the Province also, the earlier conference was held. The present conference meets in the hottest month of the year. The post-war dislocations have made life far from normal, and the difficulties which a Reception Committee is usually called upon to face have been intensified. The Reception Committee has striven hard to make your stay as comfortable

as possible, and I request you to show us some indulgence if our arrangements should prove to be a little below the standard.

Though Kurnool may not compare with Mahanandi for beauty, it is not without beauty, as you may see for yourself. Two beautiful rivers, the Thungabhadra and the Hundri and the Kurnool-Cuddapah Canal make it almost an island. Its name is known throughout India as the starting point of the road journey to holy Srisailem, and its strategic position was made manifest in the recent police action against Hyderabad. There are 3 High Schools for boys and 2 High schools for girls. A 1st Grade College was opened last year and students from Rayalaseema and the Hyderabad State are reading in it. Its

importance as an industrial centre is increasing rapidly and in a few years, it may become almost a city.

This Conference is the second after the achievement of independence, and it is a matter for pride that we meet under the free flag of India with full power to deal with our problems. The Kurnool District Guild is specially lucky in that it is blessed with this opportunity of inviting the Provincial Conference in its Silver Jubilee year. During British rule, the education of our children was determined by the requirements of Imperial domination and its content was controlled by what was deemed to promote the main interest of the Ruling Power. We may have discussed many things in the past conferences and drawn up numerous programmes; but the carrying out of these programmes was in other hands. All that is an old story. Now, through the "tapas" of the greatest son of our country and the sacrifices of our Nation under his lead, we have become free, and we now have the power to carry out our programmes.

There is a saying that there are two tragedies in life. One is not to have the thing you want, and the other is to have it. This came to be nearly true in regard to our achievement of freedom. The events that followed looked so ominous as to overshadow our entire future. Fortunately, our star was in the ascendant and we have turned the corner.

Education is at the base of every department of life and its importance is next only to that of national defence. Our problems are vast in their scope and complex in their nature; they are also urgent. The best that has been done till now and the best that can be done for some time to come can be only in the nature of temporary solutions. The core of our immense problem will still be there. Whether it is Basic Education, or Secondary Education, or University Education, or Scientific Research, or Technical Education, we have a very long way to travel. In many countries, even Secondary education is free and it bids fair to become compulsory also. In our country we have not

yet fully succeeded in making even Elementary education compulsory, though it is some consolation that it is at least free. Our Government have not yet really come to grips with this problem; they seem to have postponed it for the present, the reasons being want of funds, trained staff, and accommodation.

Secondary Education :—The system of education introduced by the British to suit their ends did however produce certain unexpected results. Our political progress is certainly one of these. We want a system of education which would serve our needs as a free nation and which would be in harmony with our ancient traditions and culture. The re-organised scheme of Secondary Education is an attempt in this direction. It is the first attempt, but not the last. In the light of experience gained, fundamental changes will be introduced till the system functions as a self-acting organic whole. The present attempt to make education craft-centred or activity-centred, has been welcomed by all. If successful, it will develop the pupil's mechanical skill and bring his creative energies into play. It will make him self-reliant, active and cheerful. It is intended to make the pupil think out and do things instead of merely receiving instruction, remembering information and reproducing it.

The Education Minister can only frame a policy; he can at best give only the broad outline of what he considers worthy of achievement. The filling in of the details and the actual working out of schemes will naturally be in your hands. A body of experts like this conference with intimate experience of field conditions has the privilege of engineering the educational projects which the representatives of the people propose. Not being an expert in Education, I can only suggest broadly the factors that should be kept in mind by you when making proposals or recommendations of one kind or another.

1. *The Common People* :—You all know that there is an unprecedented demand for education. There is a great rush for admissions to educational insti-

tutions and many institutions are working double shifts. We have to bear in mind this wide-spread demand for education of all kinds and make adequate provision for it. Education has ceased to be the concern of a few select classes; it has become a universal question affecting all classes of people.

2. The distribution of education is at present uneven; there are backward areas like Rayalaseema and backward classes like the Harijans. Some special concessions should be shown to these areas and classes, so that they may come up to the level of other areas and classes, in about ten years. In this connection, I wish to point out that the payment of a more generous proportion of Grant-in-Aid to areas like Rayalaseema is necessary for another reason. Besides being educationally backward, these areas, where dry cultivation predominates, do not yield as high an income to the District Boards as wet cultivation districts. So, when it comes to paying teachers according to Government scales from District Board funds, these District Boards are at a disadvantage with their relatively scanty income. They are unable to pay their teachers at Government scales and teachers become discontented and education suffers, in consequence.

Whatever the scheme of education and whatever the methods of instruction, their soundness will be judged by the actual contribution they make to national progress. For example, the citizenship training scheme recently introduced, should be judged by its success in making our boys and girls good and useful citizens. National defence and industrial development require a perennial supply of competent young men, and it is only through education—general and technical—that the demand could be met. As long as the nations of the world believe in force and in the 'Atom Bomb', we have to keep an army and an efficient army, for that matter. Our country is second to none in natural resources, and it is only by exploiting these resources that the poverty of the masses can be wiped off.

Our country used to hold the teachers in great respect; but of late, there has come into being a regrettable attitude of irreverence to teachers. I see no reason why our traditional respect for teachers should not again become a feature of our national life. In regard to the remuneration of teachers I am of opinion that there should be no invidious distinctions. All teachers of a certain grade whether working in Government, or Local Board or Private schools should receive the same scale of pay. I wholeheartedly support the immediate adoption by our Government of the scales of pay recommended by the Central Pay Commission.

The medium of instruction is still a vexed question with us. As a layman, I give you my opinion for what it is worth. The Regional Language should be the medium of instruction in the High Schools and the Federal Language or English, as desired by the student, the medium of instruction in the University. The formation of Linguistic Provinces will result in a permanent solution, and the difficulties that are encountered now may be got over with ease.

Ladies and Gentlemen, I do not wish to detain you any further. I feel that this momentous session has been very fortunate in having so distinguished an educationist as Rev. Jerome D' Souza, S. J., for its President. When he was elected president, he was in Europe and he came to India only a few days ago. Still, without minding the inconvenience and the discomfort, without minding the awful heat of Kurnool summer, he has very kindly accepted our invitation and on behalf of the Reception Committee I most sincerely thank him. Rev. Father, I welcome you to this Conference. Your profound knowledge of educational problems, wide experience and ripe wisdom will, I am sure, direct the deliberations at this Conference into fruitful channels, and this Conference under your guidance will be an unforgettable success. Ladies and Gentlemen, I welcome you all most heartily.

JAI HIND!

OPENING ADDRESS

DR. ABDUL HUQ,

Principal, Presidency College, Madras.

I deem it a great privilege to be asked to declare open the session of the 39th Provincial Educational Conference in my native town, Kurnool. I feel grateful to the organisers of the Conference for the great honour they have conferred on me on this occasion and express my deep sense of gratitude to them.

In the first place, I would like to welcome the President designate, the office bearers and the delegates to this important session of the educational Conference. I know full well that it is a great sacrifice on the part of many visitors who have come over to Kurnool in the month of May when the temperature is at its highest. Nothing but the innate desire to serve the cause of education and country alike would have made them undertake this journey to a place where discomfort and inconvenience would be in abundance owing to the climatic conditions. I am sure members of the Reception Committee would be one with me when I say that by their attendance at the Conference they have made us owe them a deep debt of gratitude, and I hope and trust that the deliberations of this Conference would be of great use and immense benefit to the growth of educational reform in this country.

Within the last year or two, owing to changed circumstances and owing to the fact that we have attained the status of a free nation, it has been felt that our educational programmes from Elementary to Collegiate standards are to be in consonance with the life and progress of the nation and country.

This idea of reform and reorganisation has been very seriously taken up in different places, and especially in our Province. There is no denying the fact that for a long time under the foreign Government our educational policy laid more emphasis on teaching and examinations and the production of useful vehicles for the machinery

of Government. The circumstances having changed, the educationists have felt that education as a whole consists of not only teaching but building up of character and creating useful types of citizens in the country. In this respect, though it is felt that our past system of education has been defective to a certain extent, still no one can deny the fact that our present leadership is the outcome of modern education. As citizens of the Union, we can say with pride that our leaders have acquitted themselves so well in the international fields that we need not be ashamed of the type of education that was imparted to us. Nevertheless, it is our duty to get rid of the defects and improve the standard and re-orientate our educational programme to suit the genius of our nation and country.

In this respect we ought to be careful of certain pitfalls; one of them is an attitude of revivalism which may, if allowed unhindered, militate against the modern progressive education, and this may be responsible for retarding the progress that we have made.

It is quite necessary for every nation to know its glorious past and culture so that it may serve as a beacon light for their future progress. An undue emphasis and stress on the revivalism and the past may retard our progress and we may not be able to catch other nations in the field of education, especially if we are prone to look back often when we are running a race. As I have already mentioned, the suitability of our educational programme to develop character and to make our younger generation fit for different types of careers and infuse in them the proper sense of citizenship and social service are to be the main objects of the teachers. An occasion has been provided for them by the reorganisation undertaken by the Educational Department in this Province, and it is up to you, teachers, to implement this pro-

SUPPLEMENTARY READERS

— FOR NON-DETAILED STUDY —

1. BARLOW'S NAGANATHAN AT SCHOOL.

10th Edition.

This book is written in a simple direct style worthy of imitation by schoolboys. It should prove to Indian boys what "Tom Brown's School Days" is to English boys. (Prescribed as one of the Non-detailed texts for the S. S. L. C. Examination, 1948.)

2. COCKS'S TALES AND LEGENDS OF ANCIENT INDIA. Third Edition.

The old stories of our country are here retold in a simple style with the art of a true story-teller.

3. WREN'S STORIES FOR INDIAN STUDENTS.

1. The Story of the Magic Horse. 2. Ali Baba and the Forty Thieves. 3. Sindbad the Sailor. 4. Aladdin and the Wonderful Lamp. Seventh Edition.

Mr. Wren's "Stories for Indian Students" gives your boys an opportunity to read some of the famous stories from "Arabian Nights", not in a literal translation, but in present-day Idiomatic English. For whereas Mr. Wren has entirely rewritten these stories, they are generally presented to the boys in some old translation, with a few changes here and there, Headmasters will please note this important point which distinguishes Mr. Wren's stories from "Arabian Nights" from some of the other school-editions of these stories published as Supplementary Readers.

4. WREN'S REYNARD THE FOX. With Illustrations. Third Edition.

"The famous old story of Reynard the Fox, retold in simple language. Well printed and illustrated. Would make an excellent Supplementary Reader for the upper middle classes of anglo-vernacular schools."

—*The Punjab Educational Journal* (July, 1928).

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling-Agents for the Madras Presidency

The Christian Literature Society for India, Park Town, Madras.

gramme and to improve it, if necessary, by your useful suggestions and experience. I am sure such a Conference presided over by an eminent educationist like Rev. Fr. Jerome D' Souza would successfully achieve its object.

A few years ago in the advisers' regime I had an occasion to address a gathering of teachers in Madras and then I had referred to the inadequate emoluments of the teachers engaged in teaching profession. The times have changed and every effort has been made to raise the status of teachers, and it has been possible to make this profession a little more attractive. But still I consider a few more amenities such as, free education to the children of the poorly paid teachers, and preference to the children of those who are engaged in teaching profession with regard to admission and concessions in the Schools and Colleges would go a long way in making this profession covetable. I am sure that if private agencies and aided institutions give a

lead in this matter, and provide amenities of this type to the teachers so that they may be in a position to do their best to the cause of education, the educational reforms now envisaged by the Government will fructify.

In conclusion I would like to thank once again for the great honour the organisers of the Conference have done me, and I consider it a great privilege to declare open the session of the 39th Educational Conference.

Sri S. Natarajan, the President of the S. I. T. U. in proposing Rev. Fr. Jerome D'Souza to the chair paid a glowing tribute to his services to the cause of education and teachers and said they were fortunate in having him to conduct the proceedings of the year's Conference. He was seconded by Mr. G. Narayana Rao and supported by Messrs. P. Dorai-kannu Mudaliar, E. N. Subramanian and Samuel Muthiah. Rev. Fr. D'Souza then took the chair amidst cheers.

PRESIDENTIAL ADDRESS

REV. FR. JEROME D'SOUZA, S. J.

It is very difficult to adequately express my thanks to the teaching profession for the great honour they have done me. In this Presidency there are many distinguished men and women who have rendered great service to the cause of Education. Your only justification in choosing me, I venture to say, is that I have been proud of being a teacher. I have been a teacher all these years and I accepted this responsibility with a view to learning something from you, my fellow-teachers, which would help me to be a more efficient teacher.

Brief as my stay in Europe was, I was homesick and eager to come back. Home is home and there is nothing like it and so it was a joy to me to be back.

I have not been able to write out my address. I should have gladly done it had I the time to do it.

I wonder what new or striking thing I could tell you after the address of the Chairman of the Reception Committee who has given you such sober, wise and restrained guidance. Dr. Huq in a brief compass has given the fruit of his long and varied experience. Hence I should ask you not to expect anything new from me. The Teaching Profession is accustomed to repeat and get things repeated. Hence I hope you will bear with me if I repeat what you all know.

The subject of special discussion at the Conference will be "school activities", and I note that in the discussions you have planned attention will be drawn to those aspects of Secondary Education by which the initiative of the students, independently of purely academic activity, will be trained and

developed. School Parliaments, maintenance of order in schools, responsibility, social service, sense of mutual helpfulness and interdependence—I presume that details connected with all these school activities which you want to bring into school-life, their value and importance, will be discussed at the Conference. This reveals your pre-occupation with the idea of the development of the full personality of your students, the idea of forming not only the scholar but the citizen. It shows how we, teachers, like our Political leaders are at grips with the problem of training the Citizen of Free India; all the features of the Re-organised scheme of Education are based upon this fundamental aspect—the preparation of the future Citizen. For the last 25 or 30 years, when India took giant steps towards political freedom, when Mahatmaji began his Satyagraha movement, education began to concern itself with the preparation of the Free Citizen of Free India.

Ladies and Gentlemen, what has really happened in India? How was this transformation by which under the leadership of Mahatmaji, we gained our political freedom? During my recent stay in Europe, I was frequently asked "How was it that a people so vast, so gifted and so cultured was conquered by a handful of foreigners? And after so many years of political subjugation, how did they shake off that foreign domination?" My answer was, "Friends, New India is not new" in the sense that a decadent people have recovered their strength after long illness. New India is trying to divert into new channels *an ancient and well-preserved strength*. Our strength lay in the exactitude, the strength, the fidelity, the passionate adhesion we gave to the idea of family life. The devotion which the Greco-Romans gave to their City was given in our country not to the City but to the family and the community. Others developed a "patriotism" which implied devotion to a territory and a passionate resolve to preserve its independence; we developed devotion to a "group" and a passionate resolve to preserve its racial and cultural purity.

The rise and fall of dynasties, the coming of this or that King, left us indifferent provided our social organisation, call it what you will—family, community, caste—remained untouched. We experienced little sense of degradation when we were "conquered" because the soul of India was never subjugated by the efficiency of Western military and political organisation. But when we found that we suffered in the esteem of the world, when we realised that our political subjugation was a sign of inferiority we resolved to do away with that too, and our innate strength helped us to do it quickly. Our spirit of sacrifice, of fidelity, our sense of duty, all our strength which was devoted to preserving the family were diverted to securing the political freedom of the Country, and under the inspiring leadership of Mahatmaji we achieved it with a rapidity which has astonished you.

Our contact with the West, our English education, have given us this new ideal, this new loyalty, the ideal of the nation and loyalty to its interests. We, as teachers, have now the task of forming the citizen of to-morrow who can, while preserving his loyalty and attachment to his family, will be devoted to the country too. The question is how to turn the potential social energy of the Indian boy or girl into healthy political channels. The answer to this question will point out the way how to make the pupil of to-day the Citizen of to-morrow, conscious of his duties and rights, and free from all corruptions.

Our scheme of Educational Re-organisation has as its goal the preparation of such a future citizen. The two great concerns of educators are always intellectual training, the development of every type of skill and capacity; and moral training and the development of the will. As regards the first, there is no doubt that while we have paid close attention to mental training we neglected physical skills. The development of physical skills and abilities to the utmost capacity is necessary to enable one to become a good citizen. Hence Mahatmaji stressed the develop-

ment of physical skills in his plan of Basic Education, where craft is given a central place. It aims at making the pupils practical. They effectively use all the senses. Even in the acquisition of knowledge, assimilation becomes more effective with the use of all the senses;—to see, to feel, to touch, and not merely to hear—that makes teaching impressive and learning effective. The development of the practical skills leading to economic independence, and the assimilation of knowledge through the use of all the senses,—these are the practical and psychological factors underlying Basic Education.

The logical consequence of the introduction of Basic Education will be the bifurcation of the Secondary Stage. In fact, bifurcation has become a necessity even now. The Secondary School has been a narrow lane leading only to the University. Till now there has been no other opening to our pupils except a clerical or a commercial post. We have to prepare a very large number of our pupils to become technicians of the middle standard, to meet the growing industrial needs of the country. There is no doubt whatever that a good proportion of students who now find their way into Colleges would do better if they were diverted to a course of technical training which may lead to a Polytechnic. Even in my own College, where the standards of admission are fairly high there are a good many students who have no aptitude for University Education and who could do creditably if they were diverted to a technical branch. Bifurcation will enable us to withdraw from Colleges those who should not be there, will enable us to utilise our human resources more fruitfully, and spare the country the partial waste of capital expenditure now made on University education.

Three conditions are essential if bifurcation is to succeed:

1. As far as possible the choice of the course—pre-University or Technical—should be left to the free will of the pupils and the parents. The teacher should confine himself to advice and guidance. An examination at the end

of III Form should not be made the exclusive criterion.

2. If at a later stage, the student realises that he made an erroneous choice he should be given a practical method of switching over to the alternative course and rectifying the mistake he had made.

3. Those who take the technical courses must receive some preferences in regard to service for which they are specially qualified. Unless there is an economic "safeguard", the prospect of a descent economic prize which is reserved for technicians of this grade, bifurcation will not be a success.

The question of Basic Education and Bifurcation at the Secondary Stage have reference to the intellectual development, to the skill and ability, of the citizen of to-morrow. The question of languages and linguistic media belong to the same category. The language problem is a thorny matter. What are we agreed about? We are all agreed that the Regional language should have the predominant place in the primary and the secondary stage. We are agreed also that we should have a Second Indian Language which in most cases would be the federal language. Those whose Regional Language is the Federal Language will have to choose some other Indian language. We are also agreed that English should be a compulsory language of study, so that we may retain our contact with the World. In the University stage, pending a final solution, it is desirable that a certain degree of liberty should be given to the pupils in the choice of the language—Regional, Federal or English.

The choice of the Federal Language and the place it should have in the national life is not a purely educational question. It is a political and social question of the utmost consequence and it is for the accredited leaders of the country to take a decision. Whatever the decision taken by our leaders over these questions, discipline, patriotism, interests of the country all require that we should bow down to that decision and carry it out loyally. When the Constituent Assembly and our accre-

dited Leaders decide the issue as to what is to be the Federal language, those whose Regional language is some other language, must start learning the Federal language as a second Indian language in the 3rd year of the primary school. If the Federal language is the Regional language the students must choose another Indian language as 2nd language. The burden on the student will not be great. English may then be begun at the 1st form stage: If English is intelligently taught, you can do in six years what you are now doing in eight years.

As regards College classes my own personal opinion is that the Federal language should in a large measure take the place of English as the medium of instruction. Till unity is secured, English will have to be the medium of instruction. But I am aware that in this matter Universities which are autonomous bodies claim a wide liberty and this, as I said before, will have to be conceded until we reach agreement.

Turning now to the other aspect of re-organisation of Secondary Education, school activities which form an integral part of the scheme have as their chief aim the development of those qualities of character which go for social helpfulness. These activities will develop in the young certain qualities that are essential to a Citizen of Democracy. The School Courts, the School Debating Society, the School Parliament etc. will undoubtedly be very helpful in promoting a knowledge of democratic procedure, a sense of fair play and honesty, attention to social proprieties and consideration for others. It must, however, be remembered that the activities must be properly planned and planned so as to suit the age and mental development of the child. The teacher and the authorities of the school have a great responsibility in this field.

They have to exercise tact and show firmness where it is needed. The desire for cheap popularity should never lead us to compromise on matters of principle.

In the long run, the finest basis for character building is moral and religious training. The training given in the school and the home are complementary to each other. Character training in school should not be divorced from what is being given in the home. The parent has the right to develop in his child ideals which are precious to him and have moulded his own character. The parent must, therefore, have the freedom to see that his child is given the education that he desires for it. Hence Government must encourage and support local, municipal and private effort in this direction.

But freedom for the parent does not mean that Government or the State is relieved of its responsibility, for without State support nothing can be done in the field of Education. Education is a matter of joint responsibility between the family and Government. The problems of Education are vast and varied. In order that India as a whole may progress on right lines, it is necessary that there should be a certain degree of central planning so that stability and ordered progress can be secured for the country as a whole. While the legitimate claims of Provincial autonomy must be respected, the need for Central control must also be recognised. Education, therefore, must be a "concurrent" subject so that the immense power of the school to form the character and outlook of its pupils may be exercised in a manner which will ensure unity and a broad-based civic loyalty in which India as a whole may have predominance over narrow interests.

We Announce New Publications!



● **COOPER'S ENGLISH COURSE — BOOK I**

Specially designed to meet the requirements of the new Syllabus in English for the Reorganized Secondary School Courses, for Form II, issued by the Director of Public Instruction, Madras



- **MARTIN'S FIRST - STEP GRAMMAR AND COMPOSITION**
- **MARTIN'S SECOND-STEP GRAMMAR AND COMPOSITION**
- **MARTIN'S THIRD - STEP GRAMMAR AND COMPOSITION**

—A unique series combining and co-ordinating Grammar and Composition. These books will be found eminently suitable as textbooks under the new Syllabus—



K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for Madras Presidency :—

The Christian Literature Society for India, Park Town, Madras.

The General Session of the Second day of the Conference began with the opening of the Educational Exhibition by Mr. Joseph Reddy, District Collector, and Magistrate, Kurnool District. The Exhibition was held in Coles' Memorial High School. The local schools as well as schools in the district took part in organising the exhibition. Special mention must be made of the efforts of Mr. K. N. Pasupathy, General Secretary of the Conference and of the Heads of Coles High School and the Government Girls' High School and their devoted staff for the work they had done in organising the exhibition.

There was also an exhibition of books by publishers.

Discussion—School Activities

The opening of the Exhibition being over, the delegates assembled in the conference pandal for the Discussion on "School Activities," the main theme chosen for the year's conference.

Rev. D. Thambusamy initiating the discussion spoke on "School Activities" in general and Co-operative Service" in particular. He spoke with special reference to School Lunch, School Book Depot, School Scholarship and School Savings Bank—things which had been tried in his own school.

Co-operative Service

The two words "Co-operation" and "Service" are very important and indicate two of the fundamental requirements for the well-being of Society throughout the World at the present time. Whether it is in the economic, educational, or political field or whether it is in the matter of religious life, co-operation seems to be the sure and sober step by which a balanced presentation of all forms of life for the well-being of Society can be secured and established.

A school as a community in miniature, is a co-operative endeavour. It is the outcome of thought, plan and work of many. It is the result of co-operation on the part of Government, the public, the parents and the pupils.

In a democratic state, the school has emerged as the chief agency of education not only for citizenship, but also as a training ground for co-operative service; therefore well integrated programmes of education for co-operative service whether in the Elementary School, the High School or the College, would give us citizens better equipped to direct the affairs of the State and to safeguard the nation against political obsessions, maladjustments and deformities.

In a democratic country such as ours, naturally we should like to emphasise service through co-operation. *Co-operation is a key word of Democracy, because it indicates the place and the function of individuals under a system of control in which they figure as units, and not merely as pawns. Co-operation is a recognition of the moral kinship of people, the inherent dignity and worth of all mankind, single or in mass, as individuals or as groups, as nationalistic, or religious, economic or social groups. Fundamentally, therefore, a school is an expression of collective effort to build an order through co-operation on the basis of human dignity and worth, and thus promote the good and abundant life in the fullest measure for all.*

Co-operation and co-operative service imply, first and foremost, the removal of hindrances, attitudes and barriers which work against common well-being. It means the control of selfish instincts. It means a high standard of personal and social ethics. It implies a greater devotion to the general welfare than to the individual welfare. It is also an intelligent grasp of the complex problems which society must deal with. It shows a respect and regard for others.

The function of the school, must not therefore be regarded either by the school itself, or by the community, as only that of instruction, or information because democratic society is never static. *The school is always a "becoming" and not merely a "being"; and therefore the school which is already an expression of co-operative service should, in its turn,*

reflect and recreate in its pupils the very same nature, character, process and purpose of which it is an embodiment. The school should function not only as a teaching agency, but also as a Training Agency.

A study of the conditions of the school activities in various parts of the Presidency shows a variety. But almost every one of these activities undoubtedly emphasises co-operative endeavour and social service.

One of these took the form of a Savings Bank Scheme in the Kellett High School combined with a Scholarship scheme.

Savings Bank Experiment

"The statement that Adults should be thrifty is a trite remark, but the implications are not always quite so apparent. Probably few individuals are thrifty by instinct alone. If the adult is to be expected to exercise thrift, then he must be taught when a child."

Thrift is composed of a great number of specific habits and these can be developed only by constant and consistent practice.

If the business of the school is to teach the pupil to do better the desirable things that he is going to do anywhere, then it can certainly well afford to give considerable time and attention to encouraging him to *save systematically, to spend conservatively, to give constructively and to invest wisely.*

(1) *It teaches the student to save systematically.* The amount of money a student saves will, of course, be relatively small, but that should be a secondary consideration. The establishment of the habit is far more important. Moreover, savings does not mean miserly hoarding.

(2) *It teaches the student to spend conservatively.* Careful spending represents savings. Unwise spending represents waste. The student may not afford to buy saving, but he must be taught to buy the things which are most essential.

(3) *It teaches the student to give constructively.* The student should be taught that to give constructively, to

help friends, charity to distressed communities, and other world enterprises is an essential part of his financial life. He should be properly trained for it. He should be taught to regard money as a trust and stewardship and not as a monopoly.

(4) *It teaches the student to invest wisely.* The pupil should be taught that money in the Bank may not always mean real saving. He must be taught not to worship the Bank Pass Book and his investments, but to realise that it is only a safe method of keeping money. He must think of ways and means by which the money could bring him and for others greater happiness. Of course this aspect of saving is a later development and we do not look for results in this direction at the start.

Essentials of a good School Bank

The important principles underlying a good system are the following:—

- (a) It should be convenient.
- (b) It should provide for regularity.
- (c) It should be broad enough to treat all children alike, so that no distinction is made between the student who deposits a large sum of money and the one who deposits a small sum. It should be easily adaptable to local conditions.
- (d) It should interest the student and stir the imagination of the group. It should give some Banking experience.
- (e) It should provide opportunity for withdrawal.
- (f) It should allow no opportunity for dishonesty or theft.
- (g) The time of the teacher and the students should be safeguarded. Of course the running of a Bank and arrangements for deposits and withdrawal imply that the teachers will be free from financial embarrassments and that they would be assisted in their work by others from outside or from inside who can advise, control and regulate.

The Savings Bank Experiment

Partly to encourage the habit of thrift among students and partly to acquaint pupils with the methods of

Banking, we started this Savings Bank experiment, Deposits are received every day by the class masters, entered in a notebook and then forwarded to the Agent. Withdrawals are ordinarily permitted on Tuesdays and Thursdays i.e. two days in a week. No individual depositor can draw money more than once a week, nor can he draw more than 50% of the amount standing to his credit except on special occasions and that too in favour of the school, e.g. Drama conducted by the school or excursions arranged by the classes.

The withdrawal forms are forwarded to the Agent before 1-30 p.m. and the amounts are paid in the evening. Interest is allowed at 1 1/24% on balances (as this is 1/6 of 6 1/4% and as such easier for calculation).

To check the individual depositor's Pass Book with that of the Class Teachers' ledgers and these with the Central records is not by any means an easy and simple piece of work. These checkings are carried out during each vacation. Cash balance of each class as a whole is checked at least once a month.

Incidentally, may I say that the class masters have had a marvellous training in Book-keeping, sometimes, it has been a shocking state of affairs to find that credits and debits made no difference in certain books not to mention the headache that such thoughtless and careless mistakes cause to the Agent of the Bank:

Scholarship Scheme

Having taught our students how to save, we have also thought it wise to teach them how to spend.

One of these suggestions has found expression in the Class Scholarship Scheme. Boys are encouraged to set aside or make over every month or every week such portion of their money for charity as they can reasonably afford.

Each section of the class, in a democratic manner, chooses the boy or boys to whom the scholarship may be awarded. Sometimes the amount available is distributed among two or three boys. If in a certain month in a class no one needs help, the amount is allowed to accumulate.

This form of help is not meant to take the place of or be a substitute for the school fee concessions and scholarships. There are scores and scores of pupils who are unable to pay even a half fee, some who cannot afford to buy books and note-books, and some others who cannot get money in time. These needy pupils are helped from time to time out of this class scholarship fund. Help is also given towards excursion expenses and towards paying the S.S.L.C. Examination fee.

Healthy competition in giving is encouraged by announcing what contributions have been made by individuals and squads as a whole and this is found to help the fund very much. The pupils are encouraged to make their contributions in small amounts such as 1/4 anna and 1/2 anna any time, as this would not make them feel the strain of giving. Often it is found that individuals have contributed as much as a rupee or more by the end of the month.

At the end of every month one or two pupils are chosen by the pupils themselves to check the amounts received that month.

Our school is not a rich school. Most of the children are drawn from the lower middle classes. This is the first year, we have tried this as an experiment; and we feel that we have had marvellous success in running this. As much business as Rs. 5,000 was the amount lodged at a time. This may seem insignificant. Nevertheless, it has produced good results in the matter of instruction, training and experience.

Messages wishing the Conference all success were then read out by Sri K. N. Pasupathy, the General Secretary of the Conference. After the announcement by the secretary regarding the subjects' committee that night and vote of thanks by the President of the Union, the session came to a close.

Mr. A. Ramachandran of the Srirangam High School suggested activities like the running of the School Bookstall and Dramatic Associations, and the maintaining of garden plots.

Squad System

The next topic taken up for discussion was: "Squad System". Its value in discipline, Team work and Group Studies.

The discussion on this topic was initiated by Sri K. Narayanan, M.A., M.Ed., Headmaster, Muslim High School, Abiramam. He said:

A. The psychological basis of the Squad System:

The squad system provides the pupil with wholesome and natural outlets for his vitality and for his psychological needs—the need for security (a positive feeling of at-homeness in his environment) the need for self expression, and the need for Social integration. The organisation of Classroom Committees, Squads, with corresponding central Councils for the entire school is a useful method of ensuring best social training; meets in an admirable way the personality needs of the child—the need for affection, the need for belonging, the need for independence, and the need for Social approval.

B. Its Value:

(a) *Promotes Discipline.* The prophylaxis theory of Discipline. An ounce of prevention is worth a pound of cure. Sterilisation of the Environment. Pupil participation in class and school Government. Giving of duties and responsibilities the most powerful incentive to behave well. The Squad System provides the most strategic agency for dealing effectively with delinquency prevention and control. Recent experiments in the U. S. A.

(b) *Develops social sense.* Co-operative enterprises like the class Health Service, Class discipline and order, Class debates and lectures and magazines promote team work and Social Sense. Pupils express themselves effectively with others and toward others. Training in Social adjustments.

(c) *Education for Liberty, Leadership, Citizenship - in fine for Democracy.* Nehrus, Patels, Rajajis, Azads, Prasads and Sarojinis in the making. Pupils with a sense of responsibility. De-

velops qualities of leadership and follower-ship so essential in the make up of a good and useful citizen.

(d) *Facilitates group studies.* Making of maps, charts, diagrams, models in groups. Group work at the Library—Learning vitalised and made concrete. The Squads may be pressed into service in Social Studies and Science.

C. The Squad System in the Muslim High School, Abiramam.

(a) Two kinds of Squads

1. *Class Squads:* Every class divided into five Squads—The Red, the Blue, the Black, the Green and the Yellow. The five elected Squads Leaders, the elected class pupil Leader and the Class Teacher form the Class Council.

2. *School Squads:* Five School Squads or House Councils. The Red Squad Leaders of every class, the leader elected by them, and the Teacher-Superintendent form the Red School Squads or the Red House Councils. Formation of the other four in the same manner.

(b) Duties of Squads:

1. Discipline
2. Attendance
3. Health and First Aid
4. Museum and Games
5. Literary (Class lectures, debates and magazines; for Class Squads; School Literary Association, News Board, Reading Room, Weekly News Charts, School Magazines for School Squads)

(c) Jurisdiction

Class Squads inside the class room; School Squads outside the class room. Disciplinary cases inside the class room dealt with by the Class Squad in charge of discipline and cases outside the class room and interclass disputes dealt with by the School Squad in charge of Discipline.

(d) Change of Duties

Change of duties every month. Each class Squad gets each of the five groups of duties twice in the course of the year. Similarly school Squads get chances. Annual Programme drawn up in June. Records maintained by Squad Leaders and Class Pupil Leaders.

REORGANIZED SECONDARY SCHOOL COURSE

NEW SYLLABUS—MARCH 1949

MOST SUITABLE BOOKS

(TAMIL EDITIONS ONLY)

Rs. A. P.

By S. THIRUVENKATACHARI, M.A., L.T., M.Ed.

| | | |
|------------------------|-----|--------|
| SOCIAL STUDIES—Form V | ... | 1 12 0 |
| SOCIAL STUDIES—Form IV | ... | 1 8 0 |
| SOCIAL STUDIES—Form II | ... | 1 4 0 |
| SOCIAL STUDIES—Form I | ... | 1 4 0 |

By E. M. STOKES, M.Sc. & V. ARUNAJATAI, M.A., M.Ed.

| | | |
|-----------------------------|-----|--------|
| NADAIMURAI GANITHAM—Form V | ... | 1 12 0 |
| NADAIMURAI GANITHAM—Form IV | ... | 1 8 0 |
| NADAIMURAI GANITHAM—Form II | ... | 1 4 0 |
| NADAIMURAI GANITHAM—Form I | ... | 1 4 0 |

By M. S. SABHESAN, M.A.

| | | |
|------------------------------|-----|-------|
| GENERAL SCIENCE—Forms V & VI | ... | 2 4 0 |
| GENERAL SCIENCE—Form IV | ... | 1 8 0 |
| GENERAL SCIENCE—Form II | ... | 1 4 0 |
| GENERAL SCIENCE—Form I | ... | 1 4 0 |

Specimens of all these books have been sent to all Heads of institutions, who are requested to consider the prescription of these complete sets of series on each subject concerned, produced by men of Experience to satisfy all the requirements of the Syllabus, profusely illustrated and printed on very good paper. *Ready stock always held for prompt despatch of orders.*

Books for Forms III and VI follow quickly.

G. SRINIVASACHARI & SONS

21, Narasingapuram Street

Mount Road, Madras.

(e) *Work turned out in 1948-49 :*

Forty-six disciplinary cases have been dealt with. 26 First Aid Cases. 80 Literary Meetings conducted under Pupil Presidents. Publication of the Manuscript Magazine and the Art Magazine. Making a cardboard model of the School building. Collection of coins, stamps, pictures, grains, mud, flowers, feathers and leaves.

(f) *School Exhibition in April 1949*

Best Exhibits sent to the Chitrali Festival Educational Exhibition, Mathurai.

D. Net Results of the Squad System

Atmosphere of activity and enthusiasm. Pupils made active, strong, independent and confident. Training in Leadership and followership. School made a cheerful Social Centre. Improvement in the tone of the School Production of an efficient Citizenry, a healthy type of responsible Citizens of sterling character, physically strong, mentally alert and active and capable of performing satisfactorily the Social and moral obligations incumbent upon every Citizen likely.

He was followed by Sri K. Parthasarathy, B.A., L.T., Headmaster, Board High School, Owk (Kurnool Dt.) who spoke as follows:—

The Squad System in the Re-organised Scheme aims at the development of the self-government ideal among the pupils of the Institution. The School Community is the body politic whose administration is vested in and carried out by the elected representatives who take the lion's share of the administration and look after the common weal of the Institution. The squads of each form are the constituencies, the Squad Leaders are the M.L.A.'s and the class Council is the Provincial Cabinet with the C.P.L. as the Premier and the several Squad Leaders as the Ministers.

Important matters pertaining to the class are mooted, discussed, and decisions are arrived at in the class Council as in Cabinet meetings. These decisions are placed before the squads who in turn approve of them, carry on propaganda

and work them out in practice for the good of the entire class, even as the M.L.A.'s do among their constituencies for the good of the whole province.

The school Council is the Central Cabinet and the School Parliament is like the Constituent Assembly where important decisions are arrived at after being put on the Legislative Council and beaten into shape and moulded into proper form for practical working.

Thus the Squad System affords ample opportunities to the pupils (1) in the running and administration of democratic institutions, (2) in developing team-spirit and *esprit-de-crope*, (3) in instilling ideas of responsible self-government, (4) in creating a spirit of healthy and happy rivalry leading to the common good of the School Community, (5) in building up the spirit of service for the common weal, and (6) in fostering qualities of self-reliance, self-help and self-confidence.

While freedom of expression and freedom of action are given, due care must be taken to see that there is conformity to discipline. Discipline is the bed rock on which the whole edifice of self-effort should be built. While problems affecting the student body and the school as a whole, are threshed out in the School Council and the School Parliament under the fostering care of the Headmaster and the guidance of other teachers, the pupils learn Parliamentary procedure and etiquette. They also learn how to discuss the pros and cons of a question in a fair and impartial manner and imbibe qualities of tolerance and patience, looking at things from the other man's point of view, of mutual give-and-take, of unselfishness of championing the cause of the depressed and down-trodden among their compeers, of obedience to the chair, of decent and decorous conduct in big assemblies. They have opportunities to develop their forensic abilities, the power to sway big audiences, so necessary for citizenship and leadership. Powers of organisation, leadership, initiative, enterprise and self-government are also duly developed.

Part I of citizenship course affords good training in running democratic institutions and developing a social sense. Pupils acquire qualities of leadership, discipline and orderliness.

Part II activities must be practical and attention must be paid to individuals, and not to squads. Different activities must be given to different squads and they must be varied, interesting and practical and they must be drawn up with fore-thought and attention to attract the pupils and stimulate their interest and enlist their co-operation.

The role of the teacher is to draw up the programme, to see that all pupils are engaged in suitable activities and to give abundant scope for their creative facility. It is for them to help, advise and guide the pupils. The teacher is thus their friend philosopher and guide of the pupils in this, as in other things.

The success of the Citizenship Activity depends upon the following factors :—

- (1) the personality of the teacher.
- (2) the great interest he evinces in the activity.
- (3) the attention and care he bestows on each individual by knowing about each and every pupil first hand.
- (4) the attractive nature of the programme, pre-planned.

Acquisition of knowledge is not the end and aim of the citizenship course, but imparting good and useful training to the pupils in the acquisition of qualities essential to a good citizen so that they may be able to discharge their duties to themselves, to society and to the country as a whole.

Instances of occasions when squad and the leaders have rendered useful assistance in the school.

Activities.

- (1) Arranging for the School day function and the Annual Sports.
- (2) Seating arrangements for School Examinations and Public Meeting.
- (3) Maintaining order and discipline during matches.

(4) Taking out processions.

(5) Decorating the School and cleaning up campaign of the School premises.

(6) Enforcing rules of the road.

(7) Preparing the School Museum.

(8) Social Service in fire-fighting, first aid, nursing the sick and the injured.

(9) Rendering service to pilgrims during festivals.

Rev. D. Thambusamy pointing out some of the defects in the Squad System advocated the "Semi-circular formation" instead of the "Rectangular Formation" during Drill display and the colour System instead of the Badge System.

The meeting then adjourned to re-assemble at 4-30 in the evening.

School excursions, camps etc.

The third topic put down for discussion on the Agenda was, "the educational value of School Excursions and Camps." This topic was taken up by Mr. M. Sriramulu, M.A., L.T., Asst. Headmaster, Thyagaraya Chetty Hindu High School, Washermanpet, Madras. He said :

Youths desire always to be on the move, to explore and understand things for themselves. This instinctive urge must be made use of for purposes of education; otherwise it would be dissipated in undesirable activities. Excursions and camps afford an opportunity for educating young children through their eyes and ears. Education attempts to develop the child into a useful citizen. A good and useful citizen must be aware of the social, industrial and religious life of the community in which he lives. No doubt school children get a knowledge of all these through magazines, pictures and books. But at best these are but second-hand. Excursions and camps give school children a chance to gain first-hand knowledge of all these.

Excursions are chiefly of two types—short journeys and long journeys. Short journeys can be directly correlated with class-room work. Visits to the Zoo, the local museum, the local factory,

places of historical or geographical interest, the post office and such other public offices and institutions can have a direct bearing on the lessons taught in the routine classes. Such visits are of immense help in enabling pupils to observe things for themselves and to get a concrete notion of things which would otherwise have been mere words. They also serve to supplement regular classroom lessons.

In planning long journeys the curriculum for the whole year must be carefully looked into and the journey undertaken at the end of the year, preferably during the long summer recess. As a result of the long school journey Geography becomes something real, Nature study, Geology, Botany become objectified and History receives a concrete background. Besides, pupils' views and their outlook on the world are broadened generally. Most important of all, these journeys make a valuable contribution to character formation. Pupils receive useful social training by their contact with other pupils and the relations between pupils and teachers are very cordial. Pupils show the best qualities that are in them and prove themselves of inestimable value to those in charge of these excursions in times of stress and difficulty.

Camps

Our pupils secure physical, moral and mental training by participating in the manifold activities connected with camp life. They live a simple out-door life in close touch with nature. Through intimate social relationship they learn how to play, work and live with others. They receive valuable training in health habits, discipline and self-reliance as each pupil has to make his own bed, keep his clothing and belongings in order and perform simple duties such as waiting on table, gathering wood for the camp fire and drawing, drinking water for the campers. In short, our pupils receive valuable citizenship training. One indirect effect of camp life is that we get a chance to discover the histrionic talents of our pupils while they take part in the various items on the camp fire programme.

Finance

For shorter journeys pupils pay their own expenses in full and these are never more than a rupee per head. For the long journey pupils pay two-thirds of the total expenses and the school Board meets the rest. The expenses incurred by teachers are met in full by the Board. On the average, there should be at least one teacher for every twenty pupils for short journeys and one teacher for every ten pupils for long journeys. As some pupils found it difficult to pay lump sums for long journeys, I suggest that the cost for trips might be collected in small instalments. The school Savings Bank, if there is one, will be of immense help in this connection.

On the whole, there was hearty parental co-operation as the parents realised the educational value of excursions and camps.

The President in bringing the discussion on this topic to a close observed that All-India outlook should be given to pupils through excursions.

Creative activities—art, craft, and hobbies

Sri P. Doraikannu Mudaliar initiating the discussion on Arts and Crafts said that a rigid curriculum with one period for Art and two periods for Craft as provided for in the time-table would lead them nowhere. He pointed out that the home of the child was the proper place for the cultivation and development of Art and that schools should follow up the work of the Home by giving the child opportunities to exhibit his talents. Environment played a great part in giving pupils ability for a certain craft. The school should not compel a pupil to take a particular craft against his will. The school should be affording abundant opportunities to the pupil and try to find out his aptitudes. Every teacher must know a craft and must correlate his teaching with it and it should not be relegated to the art or craft master alone.

Mr. S. Vaidhyanathan pointing out the limits of Correlation observed that

teaching everything through craft was impossible, especially after the Third Form. He was of opinion that education would be useless without cultural subjects. He suggested that certain hours of the day's time-table might be set apart for craft work and pupils might be given the opportunity and freedom to devote their time to the pursuit of the craft which each one liked.

Sri M. Vivekananda, M.A., M.ED., who followed said the fundamental aim of education was to make pupils self-reliant and useful. Education which is a dynamic process should be child-centred rather than craft-centred. So the craft should be one liked by the child.

Referring to Hobbies he said that they would make the children use their leisure hours wisely. He described his own experiences in organising Hobby clubs and pointed out how they afforded pupils ample scope and opportunity for informal work and specialisation. He concluded that science clubs in schools formed a useful adjunct to the teaching of Science.

**Creative activities—dramatisation
Schools (MAGAZINES AND SCHOOL
Books)**

Speaking on the above topic, Mr. G. Srinivasachari of P. S. High School, Mylapore said :

We should be thankful to the President of the Conference for the most beautiful way in which he prepared the background necessary for a proper appraisal of school activities. Education through recreation has long been receiving the attention of teachers. School activities should help the rising generation not only to preserve the national heritage but also to make their own contribution to it. Two aspects of the problem deserve, at present, our attention.

The method of chalk and talk has rightly been condemned for the passivity that it engenders in pupils. Something similar to it but perhaps worse is the habit of passive listening to the Radio. The Screen has also been promoting the habit of seeing without thinking.

In America, the fear is expressed that such passivity has almost grown into an infectious disease. Only two per cent of the school going population there regularly listen to the educational broadcasts. In our own country the number is far fewer. Nevertheless, we have to take note of American experience and devise methods to counteract the habit of passivity.

Another circumstance that presses itself on our attention is the leisure that pupils get through the working of the shift system. The use of the school and its compound is cruelly denied to nearly fifty per cent of the pupils for more than half the number of waking hours. They are forced to remain in the congested home at a time when the controlling influence of the male member of the family cannot be had. To keep these boys engaged in some useful activity is developing into a problem.

I have always held the view that the school cannot do its own duties and at the same time make up for the deficiencies of the community. However, the school can and must help pupils to set standards in aesthetic values and recreational activities. It is a deplorable fact that with the introduction of the film the stage with all that it stands for has fallen into disuse. Drama as a school activity can foster a healthy desire for the stage. It should be so planned as to afford opportunity both for imitative and creative activities. Pupils may be encouraged to write out playlets and act.

School magazine affords opportunities for creative expression of pupils. Unfortunately the school magazine, as it stands at present, is mostly a glorified log book. It is quite common for pupils to contribute articles lifting them from somewhere. Experience shows that only a very few from each form are capable of expressing themselves through school magazine. If at least forty per cent of the pupils could be actively associated with the magazine, its publication would be very useful. In some American schools everything connected with the school magazine, gathering news, compiling and editing,

POETRY BOOKS.

1. MARTIN'S STORIES IN VERSE—OLD AND NEW.

Book I contains 30 Story Poems of which 7 are copyright.

Book II contains 25 Story Poems of which 9 are copyright.

These books are the cheapest. Offered at the price, and contain by far the best and the most carefully graded collection of Stories in Verse.

They contain a large number of poems with Oriental flavour.

Copious Notes, Questions, Exercises in Grammar and Composition form a unique feature of these books. There are 8 full-page illustrations.

The appeal of Martin's STORIES IN VERSE does not lie merely in its cheapness. There are many other features that should appeal to the modern teacher.

2. CROSSE & ROSS'S ENGLISH POETRY READERS.

Book I. Nursery Rhymes. Twentieth Edition.

Book II. Very Simple Poems. Sixteenth Edition.

Book III. Simple Poems. Fourteenth Edition.

Book IV. School Favourites (Junior). Fifth Edition.

"Excellent little collections."—*Indian Education*.

3. WREN'S THE LOTUS BOOK OF ENGLISH VERSE. 15th Edition. Pages 280.

A book of poetical selections unique in several respects and better adapted for Indian school boys than any other school anthology.

4. WREN'S STORY POEMS. Seventeenth Edition.

Wren's "Story Poems" still remains unsurpassed as an unique collection of stories in verse suitable for Indian boys and girls. It is selling by thousands every year *through its sheer intrinsic worth*. Of how many other anthologies of verse can this be said?

SUPPLEMENT TO WREN'S STORY POEMS (containing Questions and Hints), by Prof. Henry Martin. Second Edition.

5. NEWBOLT'S A BOOK OF VERSE. Fifth Edition.

"An anthology of exceptional merit."...*The Educational Review, Madras*.

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for the Madras Presidency:—

The Christian Literature Society for India, Park Town, Madras.

seeing it through the press, and offering it for sale, are all done by the pupils. The school provides them with a press; it is said that the circulation of some school papers is about 10,000. It is for us to consider if we could do something of the kind in our own province.

The usefulness of an exhibition very much depends upon the actual contribution of the pupils to it. It is not the finish of the articles that is important but the result of the endeavour of pupils at different stages of development and age levels. The tendency to exhibit other pupils' work, however good, must be disapproved.

It is a sign of hopeful times that extra-curricular activities are sought to be integrated with normal school activities.

The president in winding up the discussion on this topic observed that school magazines should be encouraged and that the special talents of pupils could be developed at least in a few cases in each class.

With the discussion on this topic the conference adjourned for the day.

There was a grand Variety Entertainment in the night organised by all local schools. Mr. Dandapany gave recitals from Shakespeare's "As You Like It."

THIRD DAY'S PROCEEDINGS (12-5-49)

Meeting at 8 a.m. on the third day of the conference, the discussion on "School Activities" was continued.

Celebration of National Festivals

Fostering love of country and creating an admiration for our National Heroes through the Celebration of National festivals was the main topic for discussion in the morning

Mr. G. Krishnamoorthy, E R. High School, Trichy, who initiated the discussion on this subjects said :

"We are an independent Nation now. Yet there is need for fostering the love of country in our children. This is due to the fact that we were kept under bondage for over a century and were forced to read History, written to serve the needs of the then rulers. The poison spread through such History books has resulted in so much of dissension that we see today. New History books on National lines should be written immediately. The period called the 'British Period' should be re-written specially as a period of National Struggle for Independence. The lives of great National Heroes and the selfless work done by them should be presented in such a way as would call for emulation on the part of the pupils.

Love of one's country means love for one's countrymen. Every child should be

made to feel that he is an Indian first and last. The 'Live and Let Live' policy should be cultivated in the child. The child should be made to feel that he has a mission in life. He must be made to consider service to the poor as service to God. A sympathetic outlook and a missionary zeal to serve his less fortunate brethren should be cultivated in the child. To attain this end, the individual child must be purified.

I invite discussion from you on the point whether we can for this purpose, form class Squads and school Squads to promote in our children.

(i) Truth, Contentment and Respect for elders leading to Respect for National Heroes.

(ii) Tolerance, Friendship and Help to the poor and the weak and

(iii) Service to the distressed in and outside the school.

Mr. J. Vaidhanathan, B A., L T., Ramakrishna Mission High School, T. Nagar, said that one of the main objects of the re-organised Scheme was Education through activity. Turning to the subject on hand he said that love of country was in every individual and it was the duty of the schools to foster it through School activities. He pointed out how the observance of the Independence Day could afford teachers ample opportunities to point out to the pupils the

significance of the Day and make the pupils feel proud of the National Flag and of their being Indians first and foremost.

He described how the leaders of the classes in his school formed an assembly and discussed arrangements for the celebration and how the teachers gave them guidance. He suggested naming the Squads after our National leaders.

Rev. Fr. D' Souza emphasised two points that he said might be carefully borne in mind while discussing this topic. He said, "The success and happiness of our country depends upon our maintaining the purity of administration and pupils must be told about the sins of black-marketing, etc. Secondly, pupils must also be made familiar with local and municipal duties.

Mr. C. Ranganatha Iyengar then followed up the discussion on the topic.

Commenting on the speeches of the two previous speakers he warned the teachers against any tendency to be fanatical or fervid in these matters. In our country, he said, it was a national trait to elevate these events to the religious plane and when once such an atmosphere was created around the event sectional quarrels arose and what was intended to be for the good of the students became a source of mutual, sectional or communal quarrel.

The writing of history should be done on the basis of truth and goodness—eschewing tendencies to division. History should be a record of human progress and not of the struggles of man.

Text book writers of subjects, should eschew emotionalism which often sacrifices factual information. A great responsibility rested on the teacher to guide the students wisely on these matters. Nationalism should be of the standard leading to international peace order.

Mr. Rajam Iyer was the next speaker. Referring to the dangers of narrow nationalism as seen at its worst in Germany, he said, "Our philosophy is against it. Foreign intervention had imposed this national sentiment on us. We must inculcate the international

spirit. The national sentiment in an accentuated form had led and will lead to wars and destruction. While Nationalism has its place and value, let us inculcate the spirit of love and brotherhood."

Mr. R. Mahadevan, B.A., L.T., Mayavaram, described how his school prepared a programme for the whole year for the celebration of the Days of National Heroes and how boys themselves took the lead in the matter. He said that in his school boys collected money from among themselves, from the teachers and the public and a portrait gallery for the school was created purely as a result of the endeavours of the pupils.

Prof E. N. Subramaniam pointed out that no narrow meaning was to be given to the term "National Festivals," which should mean festivals of all Faiths, not merely "Political Festivals." He said, "We must point out the fundamental unity that underlies all religions. Religion is a spiritual hunger and all religions are but different ways of satisfying this hunger as we satisfy our physical hunger in different ways.

When celebrating Hindu Festivals, let people of other Faiths be invited to participate in them and likewise for festivals of other Faiths. Let us thus bring about unity in diversity—unity which is fundamental and which is the message of our country and which ought to be made known to all our pupils."

Rev. Fr. D' Souza in bringing the discussion on the topic to a close observed, "All things are to be judged by the test of our conscience . . . All dangers can be overcome if we bear in mind this test of our conscience and the duty of man and the glorification of God and the deep spiritual contentment of man."

(It was 9-40 a.m. by then and after a short break the General Body Meeting of the S.I.T.U. began at 10 a.m.)

School activities—Review of a Year's Work

The last topic for discussion "Review of a Year's Work," was taken up in the evening after the public lecture on

"Education in Free India" by Sri G. Narayana Rao and "A Plea for the Rayalaseema University" by D. V. Subba Sastry.

Mr. T. P. Srinivasavaradan speaking on the subject observed :

"All the previous speakers spoke of only one activity conducted in their schools. They have not said that all the activities mentioned in the new syllabuses are conducted by them. It is very easy to conduct any one activity with a limited number of pupils. But if any one activity is to be gone through by all the pupils, then more time will be taken. All these years in the name of extra-curricular activities, we have been training only a few pupils in some of the activities. In the new scheme of secondary education, activities play an important part and studies in Elementary Science, Mathematics and Social studies are based on activities. Every pupil is expected to do all the activities. Some of the activities cannot be done within the school and pupils have to be taken out. Besides involving a lot of time, too much strain is put upon the teachers. We, teachers, have limited energies. In the re-organization scheme, one finds that the framers of the syllabuses have assumed that every item of knowledge can be learnt only through activities. This is a wrong assumption. At the beginning activities should play an important part, but later on pupils are capable of abstract thinking. Over-emphasis has been laid on activities. Besides involving a lot of time and strain upon the teachers, these activities require a lot of space. Most schools cannot afford so much space. Considering all these, the time has now come to cut down to a minimum the number of activities which may be called basic so that all pupils may do them. Otherwise the whole thing will end in chaos and confusion.

Mr. A. Sathyanarayana was the next speaker. He said :

(I) The Schemes of Re-organisation have no doubt been introduced with care and forethought after consulting veteran educationists, but there are practical

difficulties. The teachers have not been given the facilities to acquire the knowledge to run the scheme in the spirit in which it is conceived.

(II) Social Studies:—The teachers entirely depend upon text books prepared in a hurry for the occasion and follow them as they have been doing hitherto. The schools in my parts (about 40 in number) have not imparted instruction in the right spirit. Social Activities are completely neglected due to want of facilities for going out on excursions. It was a sudden change that overlook the teachers and they had to wrack their brains for planning the work independently according to environment and they found it difficult to come out of the old rut.

(III) The teachers should have been given a short course of training before the introduction of the scheme or at least during the course of the year.

(IV) Craft:—This is also neglected for want of trained teachers. Even now it would be better if the reorganised scheme is continued only in the Second Form.

(V) The Primary stage should be for 4 years the Middle stage for 3 years and the High School stage for 3 years. The Eighth Standard Examination and the Syllabus in Elementary Schools should be done away with immediately. There should be only one type of education with diversified courses.

(VI) I would suggest that the New Syllabus should be put in force in the Middle School Department and extended to the Higher Forms stage by stage. I would also like to emphasise that the New Scheme will not be a success unless the examination system is thoroughly re-organised.

Mr. Mallikarjuna Sastry came next. He suggested that the S.I.T.U. might conduct its conferences in rural parts. He spoke of the education of the head, hand and heart and pleaded for education based on Gandhian technique.

Referring to his own experiences he said that Gardening work in his school led to the joy of pupils in their work.

He also referred to the cleaning Squads of his school and their service in sweeping the streets, making places clean and distributing food. He concluded with the words that the sense of discipline should be inculcated through love so that there might be the proper relationship between teachers and pupils.

Mr. S. Srinivasan (of Cheyyar) referred to the year's work in his school. He said:

"The reorganised scheme lays stress on the organisation of the school as a self-governing community. It is quite necessary that before a young boy becomes an efficient citizen, he should be a citizen of his own school. That is the best training for a democratic order. With this in view, we have introduced in our school the "Squad System" which is the coping stone in the arch of Student Self-Government. Each class is divided into six squads of about eight pupils each. Every squad is assigned a function of which it should be in charge for one month. The duties change from squad to squad every month by rotation. On the last working day of the month the class Council meets and the Squad Leaders take charge of their respective new functions handed over by the squads that were till then in charge.

From my experience of the working of the squad system, I wish to lay stress on three important points which should be borne in mind if we are to avoid pitfalls while trying the system. The first is not to act hastily on complaints against the leaders of squads. Love of power is a powerful instinct and this is responsible sometimes for indiscipline. So some tale or other is carried by one or two in company, against their own leader or against the class leader. We should not embarrass the leaders by giving ready credence to these complaints. Their leaders are elected by the pupils themselves for a year. Frequent change of leaders on

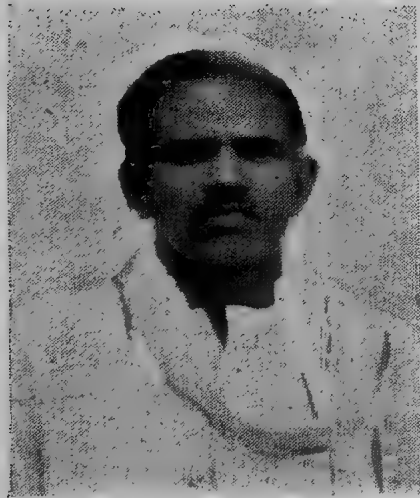
frivolous complaints detracts from the dignity of the office and no pupil will be willing to be a leader only to be pushed out after a few days on a mere pretext.

The next thing is to be careful about giving the squads responsibility for which they are not ripe. Responsibility means power, and young pupils are prone to abuse it though innocently. I found that within a week the leader of my class had fined almost all boys on some account or other. The fine amount was shamefully high. I had to cancel the power and reserve it to myself. When I asked the class Council to choose some journals for class reading, the class leader brought into the class the following day a weekly trash which boasted cinema stars. I had to quietly ban it from being put on the list.

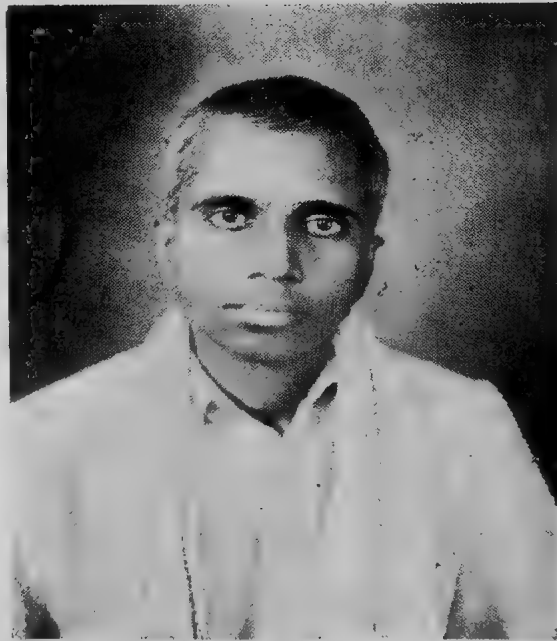
The third is to be judicious in the distribution of praise or blame. I once praised the girl squad of my class for their neat and tidy work. It was a bit overstressed. That touched the pride of boys. The next day when the drinking water pot which was in the girls' charge was opened in the afternoon, some dirty bits of paper were found at the bottom, evidently the mischief of some boys.

The success of the squad system depends upon the attitude of the teacher. We should forget we are "masters." We are accustomed to seek some compensation, in the class room for the non-recognition of our status by the Society outside. That compensation often takes the form of petty tyranny and an overbearing attitude on our part. That attitude we have to shed. We should be firm in dealing with boys but brotherly at the same time. Above all we must have a strong faith in the essential goodness of human nature and in the essential "Bitterness" of boy-nature. That way lies the successful working of democratic institutions."

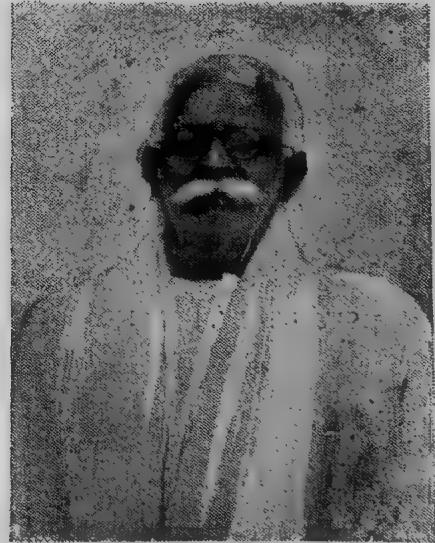
Members of the Reception Committee



Sri Sankara Reddy
Chairman



Sri K. N. Pasupathi
Secretary
(Vice-President, S. I. T. U.)



Sri Rajam Iyer

Members of the Reception Committee



Sri Neelakanta Rao



Sri G. Narayana Rao
(Vice-President, S. I. T. U.)



Sri D. N. Babu Rao

RESOLUTIONS

1. This Conference draws the attention of the public and the Government to the need for reorganising the courses of studies for the training of teachers and urges the Government and the Universities to take immediate steps to reorganise the courses for training of teachers by including such studies as Principles of Basic Education and Citizenship Training and the use of Audio-Visual Aids.

In moving the above resolution, Sri T. P. Srinivasavaradan said that in as much as the Secondary Education had been reorganised, training institutions also should be re-organized. It would have been better if the reorganization of training institutions had taken place simultaneously. The Government in season and out of season talked of introducing Basic Education firstly in Elementary schools and then in Secondary schools too. This could be done only when teachers trained in basic education were available. In the new scheme of secondary education, certain new subjects were introduced, besides Citizenship Training. A new approach is expected of the teachers. Activities play an important part in the scheme.

The present set of teachers required refresher courses and the future teachers should be trained along lines to suit the new scheme of education. Hence the Universities which are in charge of B. T. courses and the Government in charge of training institutions should take immediate steps to re-organize the training institutions, if the new scheme of secondary education is to work smoothly and successfully. This important step should not be delayed any longer.

In seconding the resolution Mr. Samuel Muthiah urged the Government and the University authorities to take immediate steps to reorganise the course of studies in Training schools and colleges, in conformity with the changes recently made in the S.S.L.C.

scheme so that the teachers coming out of Training institutions might be fully equipped both in theory and practice, with the knowledge required to implement the reorganised S.S.L.C. scheme successfully. He said our experience in the past had shown how considerable confusion was caused in the educational world by the hasty implementation of reforms, imperfectly planned though well-meant. Even responsible bodies like the Boards of Secondary Education and the Universities moved at times, rather slowly without realising the difficulties that confront teachers, who were called upon to implement those reforms. It might be that they were taken aback by the spate of reforms thrust upon them by over-enthusiastic ministers. It behoved us, therefore, as a responsible body of educationists on whom fell the burden of implementing all schemes of educational reforms, to urge upon the Government and the universities the immediate need for including in the course of studies in Training institutions, such new subjects as Basic Education, Audio-visual Education, Citizenship Training and Social Studies, and for giving the trainees efficient practical training in the teaching of these subjects, so that the fullest benefit might be derived by the pupils from the reorganised scheme of Secondary Education.

2. This Conference urges upon Government to liberalise the basis of grant to aided Training Schools and Training Colleges.

Mr. V. Jayarama Iyer moving the resolution said:—

The objective of a democratic Government is that every member of every home in the country is made literate. There is very great leeway to be made in this direction.

Literacy campaign is to be carried on on two fronts: children and adults. Indifferent or imperfect handling of the problem is worse than no attempt

at the liquidation of illiteracy. The problem is both quantitative and qualitative in its requirement. More schools are needed and it means more teachers also.

It is to the lasting interest of the nation that teachers are well equipped for the task. The basic requirement is an army of trained personnel to man the schools. This has been strongly stressed in the Sargent Report. At present the dearth of such teachers has brought in untrained graduate teachers and their continuance as such is sure to react unfavourably on the tone of the school-life. The pressing want, therefore, is a supply of trained teachers.

Training schools that are to come into being are not only to be many in number, but fresh and varied in their outlook and equipment. They have to train teachers for the new Basic Schools, Secondary schools with a Basic bias and also adult education centres whose institution is being seriously contemplated.

This task is to be attended to as quickly as possible. The Government can only afford to start certain model institutions in the various language regions of the province. But it touches only the fringe of the problem. And, therefore, it is incumbent on it to see that individuals or groups of individuals and Local Bodies are enthused to run training institutions. This can become a possibility only if liberal grants are given to the prospective managements.

Time is the essence of this task. The Government should look to this need as earnestly as they have been doing in the case of industrial advance with a State Aid to Industries Act. Supply of industrial products can even wait but not the supply of trained teachers. It is hoped the Government will realise the gravity of the problem and come forward with a scheme to help in the running of such institutions with a State Aid to Education Act.

Mr. S. Subramaniam, in seconding the Resolution said :—

The basis of Grant-in-Aid to Training Schools is on a par with what is now

being given to High Schools. There is this difference. While the High schools have their fee income of 8, 9, or 10 instalments, as Managements please, the Training Schools have no such income. On the other hand they pay stipends to pupils under Training. Practically they have no income except the Special fees.

There is a paucity of Trained Teachers. Maulana Abul Kalam Azad, Our Education Minister to the Government of India said that India has 4 lakhs of Teachers of whom only 1,83,000 are trained. About 9 lakhs of Teachers are wanted now. How to have them? Can they be manufactured as bricks overnight? More Training Schools and Colleges are needed in the Districts and Towns. If Elementary Education is to be compulsory and Free in Free India, more teachers are an immediate need, and for that, more Training Schools are needed. The other day a Senior Deputy Inspector of Schools told me that for 10 seats there were 160 applicants from his one Taluk alone in North Arcot. Just imagine applicants from other taluks.

The success of the Basic Education scheme, and of all schemes for that matter, depends upon the adequate supply of Teacher personnel. For inviting the right type of men and women as Teachers to prepare the citizens of tomorrow, there must be incentive for managements. So it is that we urge upon the Government to liberalise the basis of grant to aided training schools and training colleges.

3. This Conference requests Government to ensure Security of Tenure of teachers under all agencies and urges the Government to adopt the recommendations of the Central Pay Commission in regard to scales of salaries, provident fund, gratuity, age of retirement, dearness allowance and other benefits and it also urges that steps should be taken to ensure that the status and emoluments of teachers employed in various grades of educational institutions maintained by Government, Local Bodies and Aided

Managements are uniform throughout.

Professor E. N. Subrahmanyam of Madanapalle who moved the resolution considered it as the high light of the conference. He recalled the resolution for a 'Teacher's Charter' adopted at the Bellary Conference and again at the All India Educational Conference held at Trivandrum, a charter ensuring among other things (1) a minimum living wage (2) security of tenure (3) academic freedom and (4) right of appeal to an independent and impartial tribunal in case of unjust victimisation. These were the Four Freedoms of the Teaching profession, freedom from want, freedom from fear, freedom from meddlesome interference and freedom to appeal. Of these four freedoms freedom from fear, he considered to be the most vital. The whole world, he said, was seeking security. The Teaching Profession was entitled not only to collective but also individual security. But the Teaching profession was in a state of perpetual insecurity. Insecurity was hanging like the sword of Democles over its head. The speaker said that following the abolition of Optionals in secondary schools quite a large number of teachers were afraid of their services being terminated. He drew pointed attention to the affairs in Tirthapathi High School, Ambasamudram and read extracts from the judgment in the case and said, that as the learned Dt. Munisiff, Janab Abdul Wahab Sahib had rightly observed, the security of service of teachers should not depend upon the whims and caprices of individuals. He concluded by saying that the Teaching profession should have a Beveridge scheme of social security.

Sri G. Krishnamurthi said:

This resolution is of a non-controversial nature. Yet an elaboration of the details is necessary to know what exactly our demands are.

The Central Pay Commission scales are quite different from the Central Advisory Board scales. The Central Advisory Board scales fall far short of the Central Pay Commission scales.

Our demand is for Central Pay Commission scales. You will be surprised to hear that even according to the Central Pay Commission scales, the Matriculate trained teacher gets only a start of Rs. 55/- (the start which a Matriculate clerk in the Central Services gets) and does not get recognition for his two years' professional training.

We have been pointing out the need for payment of gratuity to teachers on the formula (last pay drawn \times total number of years of service). The teacher spends his whole life in discharging the prime function of the Government, viz., Nation-building. On his retirement, he is left in the streets without proper old age provision. Cases are not wanting in which teachers have died in dire distress. Is it not the duty of the Government to see that at least the teacher, though not his dependents, is maintained for his lifetime after retirement? It is high time Government treated us, the Nation-builders, on a par with the Central Government servants with eligibility for old age provision and other allowances and benefits.

Teachers under different agencies are engaged in the same task of Nation-building. The syllabus is the same; the inspecting officers are the same; the qualifications insisted on the part of the teachers are the same; but the salaries and privileges are different. There is no justification for this differential treatment and creation of castes among teachers.

The so-called 'Reformed' agreement now in force as between Aided Managements and teachers is very defective. It is full of loopholes, which Managements do not hesitate to take advantage of. Teachers are sent out for no fault of theirs even in their forty fifth or fiftieth year. The plight of such teachers and their families is miserable. It is high time Government put a stop to this contract affair and brought teachers on a par with Government servants in respect of security of service. Is it too much on the part of the teacher in the year 1949 to ask for immunity from unjust termination of service?

— ORIENT LONGMANS LTD. —

**New Books for the Reorganised Secondary Education Courses
as per the latest Syllabuses.**

THE NEW METHOD READERS (New Series)

Edited by Dr. J. F. Forrester, M.A.

Book I 14 As.

Book II *Under Preparation.*

TAMIL READERS for Forms I to III

TAMIL SELECTIONS for Forms IV & V

by A. K. Paranthaman, B.A.

} *Under Preparation.*

Subject Books in Tamil, Telugu, Malayalam and Kannada.

GENERAL SCIENCE for Forms I—III

„ for Forms IV—VI

} *Under Preparation.*

NEW METHOD PUPIL'S ARITHMETIC. By T. S. Rajagopalan.

Book 1. (Tamil and Malayalam) Ready Re. 1-4-0 each

Book 2. (Tamil) Ready Re. 1-6-0

In Telugu and Kannada—under preparation

SOCIAL STUDIES. For Forms I—V. *Under Preparation.*

We still have stock of the following

DESCRIPTIVE GEOGRAPHY. By L. D. Stamp.

Book III for Form III in Tamil, Telugu and

Malayalam Re. 1-2-0 each

A BRIEF SURVEY OF INDIAN HISTORY.

By H. C. for Form VI.

Part I. Tamil Re. 1-6-0, Part I. Telugu. Re. 1-2-0

Part II. MODERN INDIA. Tamil As. 12

STRONG'S AMERICA YESTERDAY AND TO-DAY.

The Story of the U. S. A. in Tamil. For Optional

History, S. S. L. C. Examination 1950.

Re. 1-12.

SCHOOL COURSE IN PHYSICS. By T. S. Krishnaswami Aiyer

English, Tamil and Telugu Editions. For Optional Physics.

Telugu and Tamil Editions in Two Parts—Part I Re. 1-12-0 each

Part II Rs. 2-6-0 and Rs. 2-4-0 respectively.

LONGMANS' TAMIL AND TELUGU ATLASES.

Re. 1-4-0 each

NAYI HINDUSTHANI. Hindusthani Readers by Prof. J. C. Jain

Book I As. 8. Book II As. 12. Book III As. 12.

Recommended in the New Syllabuses for Forms I to III.

For Supplementary Reading Books and Class Library Books, please refer to our separate lists, which can be had on application.

4. This Conference resolves that the scales of salaries of Hindi Pandits be fixed on a par with those of Pandits of other Oriental Languages, taking into account their qualification.

Sri A. Satyanarayana moved the resolution :

Mr. P. Ramiah Chowdry in seconding the resolution said :

Hindi is the national language of India. To spread it the National Government must evince greater interest. The Central and Provincial Governments are never tired of preaching about the urgency for spreading this common language among school children. Yet it is a matter for regret that they are neglecting the most important factor, the teacher. Unless and until the teacher is well qualified and is above want there can be no progress in any sphere of educational activity. No doubt the Provincial Government has done something to raise the status of local language teachers by raising their salaries. They will do well to raise the scales of pay of the Hindi Pandits too. Any differentiation between the Provincial language pandits and the national language pandits will only result in half-hearted effort and slow progress. It is a pity that a National Government which is keen on spreading the national language rapidly all over India should create this distinction between one pandit and another. I therefore request you to accept this resolution

5. (a) This Conference requests that house rent allowance be granted to all teachers employed under Local Bodies and Private Managements.
- (b) This Conference regrets to note that many managements of aided elementary schools have not been able to pay their share of Rs. 5/- towards the salaries of their teachers. It therefore requests Government to order the payment from Provincial funds.

Sri K. Parthasarathi moving the resolution said :

The three essential needs of a human being are food, clothing and shelter. The Housing problem in towns and cities has assumed grave and serious proportions. It is well nigh impossible to secure a decent and convenient house to live in and if one could be got by sheer good luck, the rent is out of all proportion to the size and convenience of the house. So in these days of soaring prices, and dearth of houses and exorbitantly high rents, it would be a great boon if the managements of schools were to give some house rent allowance to poor-paid teachers in all localities. House rents are now being given by Government to residents in cities. It is earnestly requested that the Government should go one step further and order the payment of house rent allowance to teachers under all managements.

At the time of the revision of salaries of teachers, Government had passed orders asking the management of schools to pay an allowance of Rs. 5/- to Ele. school teachers. The resources of an Ele. school teacher are meagre and the payment of this allowance of five rupees will go a long way to relieve his distress and augment his slender income. The Govt. is requested to see to it that all Elementary School Teachers are paid this allowance of Rs. 5.

Sri S. Swaminathan seconded the resolution.

6. This Conference requests :

- (a) that for teachers under Local Bodies the provident fund bonus be raised from 1/16 to 1/12 of the salary;
- (b) that teachers under private managements be permitted (i) to contribute at a rate not exceeding 2½ annas in the rupee (ii) to divert their provident fund accumulation to payment of insurance premia; and
- (c) Government to increase the rate of their contribution from ½ anna in the rupee to 1 anna in the rupee.

In moving the above resolution, Sri T. P. Srinivasavaradan pointed out that the only provision which teachers have for their old age and for their dependants is the Provident Fund. At the time when the Provident Fund Scheme was started, their deposits were fetching a higher rate of interest. Further the interest which Cash Certificates fetched was also very high. During the last 15 years, the interest has gone low. It has been represented to the Government again and again that since in Aided Institutions the teachers' deposits are long term deposits, a higher rate of interest should be allowed on them; if that is not possible, then the contribution by the Government should be increased. The resolution deals with the Provident Fund scheme for teachers in Local Bodies and that for those in Aided Institutions. Recently the Government have allowed the managements of Aided Institutions to contribute more than half an anna in the rupee, without Government raising their own contribution. This meets our demands some way. It has been found that only a few managements have increased their contribution. The resolution suggests three other ways in which teachers in Aided Institutions can increase their old age provision; first by permitting them to contribute upto $2\frac{1}{2}$ annas as is done in the case of teachers in Local Bodies; secondly by permitting them to use their contribution for paying life insurance premium as is done in the case of employees in Local Bodies; thirdly the Government increasing their contribution from half anna to one anna in the rupee.

In the case of teachers in Local Bodies, the contribution by the Local Bodies has been fixed at one anna in the rupee. In view of the high cost of living and in view of the low rate of interest allowed on their deposits and in view of the fact that the Government do not contribute anything, it is suggested that the contribution of the Local Bodies may be raised from $1/16$ to $1/12$. The Government should give effect to the suggestions contained in the resolution, if they

want best men and women for the teaching profession.

Mr. G. Pullayya in seconding the Resolution spoke as follows:—

On account of inadequate salaries and the high cost of living, most of the teachers employed in the Local Board and Municipal institutions are driven to draw on their Provident Fund contributions and continue to do so even to the date of their retirement. As the actual contribution is being used up in this way, the bonus of 1 anna in the Rupee drawn at retirement is too meagre to recompense for the sacrifice and service done by them in the cause of education. While the other employees in the Government Service enjoy the fruits of their labour in the shape of pensions and those in the Railway Department draw more bonus, the plight of teachers after their noble and self-sacrificing service with the paltry bonus given to them, is too sad to imagine. The raising of the bonus from $1/16$ to $1/12$ contemplated in the resolution, though inadequate, will go to mitigate the sad economic plight of the teachers to some extent.

Parts (b) & (c) of the Resolution relate to the teachers employed in the Aided institutions. The privileges claimed are not at all ambitious. While equal treatment in the matter of emoluments for all the teachers irrespective of the nature of the managements under which they serve, is demanded, it is bare justice that the teachers under private managements should claim the same privileges enjoyed by the Local Board and Municipal employees both in the matter of raising their contribution to their Provident Fund and in the matter of diverting it towards their insurance premia.

To lessen their hardships, and to bring them on a par with the employees of the Railway, Local Board and Municipal Departments, justice and equity require that the demands contained in the resolution should be sympathetically viewed and given effect to by the Governments.

7. This Conference reiterates the resolution passed in previous conferences that the Government should provide for the free education of children of teachers of all grades in all schools under all agencies.

Moving the Resolution Sri R. Mahadevan said that this question was coming before the conference almost every year but the Government had not moved in the matter. It was really a tragedy that while teachers were engaged in giving education to others' children the education of their own children could not be attended to by them on account of their poverty. Thus a secondary grade teacher in a village school could not afford to educate his children even up to the S. S. L. C. to which he was educated by his father and a graduate teacher employed in the mofussil could not hope to send his boy to a college. Therefore the interests of teachers' children were uncared for and society was exploiting teachers for its own benefit. The Govt. owed a duty to teachers to see that teachers' children were not handicapped as regards their education.

The Govt. did not seem to have the will to help teachers though it expressed sympathy. Free education of teachers' children would not cost more than a few lakhs. It had been reported that the increase in income in sales tax alone for the Madras Govt. during 1948-1949 was more than four crores. So the Madras Govt. could certainly command the resources to give effect to this long-standing and legitimate request of teachers if only it had the will to do so.

In seconding the resolution Sri V. Arunajatal said that it was a matter for regret that the resolution had to come up again before the conference in spite of its having been passed at several conferences, both Provincial and All-India. This showed the apathy of the Government, which did not seem to realise that education should receive its first and foremost attention. He said that the progress of Education in

the province depended to a very great extent upon teachers. Education could not make any headway unless the proper personnel was recruited and this could be done only if the Government assured the teachers of equality in status with certain classes or cadres of civil servants in their own employ. It was really a part of a bigger problem, but in the meanwhile the least the Government could do was to concede this modest and just claim of teachers that their children should be given free education at all stages and in all institutions. By giving immediate effect to this Resolution, the Government would be giving proof of its genuine sympathy with an appreciation of the work of teachers in building up the nation of tomorrow.

8. This Conference recommends to Government the establishment of a bureau of Experiments and Research in Education with a view to studying the many educational problems and determining the principles of Vocational Guidance.

Moved by Sri M. Vivekananda, and seconded by Sri A. Ganesarathnam, it was passed unanimously.

9. This Conference welcomes the scheme of Reorganisation of Secondary Education and with a view to making it a success it urges that Refresher Courses in the various subjects of study be immediately started in important centres in each district so as to enable all teachers to understand the scope and content of the scheme properly and work it out successfully. It further requests the authorities to make adequate provision for the study of the regional, national and classical languages.

Moving the Resolution, Sri V. Venkatanarayana said :

"I have great pleasure in moving this resolution. It is self-explanatory. With the advent of freedom, the country has come to need an educational system altogether different from

1. புதுமுறைச் சமூக நூல்

(Social Studies)

பதிப்பாசிரியர்

டாக்டர் (மிஸ்) கொந்தேவியன்

M. A., (Columbia), M. A., Ed. D. (Michigan, U. S. A.)

பூகோள பேராசிரியர், ஹெயின்ட் கிரிஸ்டாபர் பயிற்சி கல்லூரி, சென்னை

ஆசிரியர்

எம். பி. ராஜ்கோபால், B.A., L.T., Dip. Geog.

பூகோளாசிரியர்,

ஸர் எம். ஸிடி. முத்தையா செட்டியார் உயர்பாடசாலை, சென்னை
முதல் புத்தகம் (முதல் பாரத்திற்கு) ரூ. 1/4
இரண்டாம் புத்தகம் (இரண்டாம் பாரத்திற்கு) ரூ. 1/2

2. புதுமுறைப் பொது விஞ்ஞானம்

(General Science)

ஆசிரியர்கள்

ஸி. எஸ். வெங்கடேசுவரன், எம். ஏ., எல். டி.

எஸ். கே. ராமச்சந்திரன், பி. ஏ., எல். டி.

விஞ்ஞான ஆசிரியர்கள்

ஸர். எம். ஸிடி. முத்தையா செட்டியார் உயர்பாடசாலை, சென்னை

முதல் புத்தகம் (முதல் பாரம்) ரூ. 1
இரண்டாம் புத்தகம் (இரண்டாம் பாரம்) ரூ. 1
நான்காம் புத்தகம் (நான்காம் பாரம்) ரூ. 1/6
பௌதிகம் (ஐந்தாம் பாரம்) அண் 14
ரசாயனம் ரூ. 1/6

3. தினசரிக் கணக்கு

ஆசிரியர்

எஸ். வெங்கிடசுப் பிரமணியம், பி. ஏ., எல். டி.

கணித ஆசிரியர், பேர்டு உயர்பாடசாலை, நாமக்கல்

முதல் புத்தகம் (முதல் பாரம்) ரூ. 1/2
இரண்டாம் புத்தகம் (இரண்டாம் பாரம்) ரூ. 1/2

4. குடும்ப நிர்வாகக் கலை

(Domestic Science)

ஆசிரியர்கள்

ஸி. கே. தேதகி, பி. எஸ்ஸி., எல். டி.

ஸி. கே. ஸுமுகி, பி. எஸ்ஸி., எல். டி.

கலை ஆசிரியர்கள்

ஸேடி சிவஸ்வாமி அய்யர் உயர்தர பெண்பாடசாலை, மயிலாம்பூர், சென்னை

முதல் புத்தகம் (முதல் பாரம்) அண் 14
இரண்டாம் புத்தகம் (இரண்டாம் பாரம்) ரூ. 1

5. FREE INDIA ENGLISH READERS

Book I (Forms I & 2) As. 15

the one that had been obtaining all along. All are agreed that our country shall be a sovereign republic. As such the objective of the reorganised system of Secondary Education has to be to train pupils to be true citizens of the republic. In this context, the present reorganised scheme of Secondary Education is highly welcome. For in it two new subjects are introduced viz., Social Studies and Citizenship Training. The aim of the former is to help the pupils to understand and appreciate our social order and to make them, first as pupils and later as adults, participate effectively in that order. The objective of Citizenship Training is announced to be to enable the pupils to acquire proper social sense, to develop leadership and build up experience in managing their own affairs on a democratic basis, and also to make them imbibe a true spirit of service. It is also stated that all subjects are to be craft-centred and activity-centred. For teaching these subjects, naturally, teachers are to be well equipped. Teachers trained in the traditional way by means of mediocre educational notes dictated by professors who themselves need broad training are of no use. The training courses are to be so altered as to fit the teachers to the new educational set up. That is a long range policy. But there is an immediate and imperative necessity for instituting refresher courses in the various subjects of study in important centres in each district so as to enable the teachers to understand the scope and content of the scheme properly and work it out successfully. For example we have in Social Studies activities like Pageants of political revolutions, Pageants of special activities of the various regions of the world, Group Study of Asokan Edicts, Kalakshepams on lives of saints, Natya and music. Teachers are in a maze as to what exactly they are to do. They must be made to understand fully what is expected of them. The department must state in clear terms what exactly is to be taught. The guide books promised by the Government have not yet seen the light of day though the reorganised

syllabii have been in vogue from a year. So the result has been a confusion in the educational world. So the proposed interim arrangement of refresher courses is a crying necessity. Hence it is but right that our conference should urge upon the Government the immediate need for starting refresher courses in the subjects of study prescribed in the reorganised scheme of Secondary Education. I commend this resolution for your acceptance.

Seconding the Resolution Mr. E. H. Parameswaran of Ambasamudram pointed out that the complete picture of the reorganised scheme was not before the teachers at the time of Provincial Educational Conference last year. The S.I.T.U. had pleaded for the reorganisation of Secondary Education in conference after conference for the past 15 years and the Executive Board of the S.I.T.U. had passed resolutions approving the principles underlying the Reorganised Scheme. While welcoming the principles of the reorganised scheme, the speaker urged the need for providing the facilities and the teaching personnel to work the new scheme. Teachers all over the province had no training to handle the subject of Social Studies and it was necessary to organise Refresher Courses in every district to train teachers to handle the subject. The Government had organised camps and training classes for the Citizenship course, but it had been possible to train only a small percentage of teachers during the previous year. On a rough estimate about 3,000 teachers would be required to handle the subject in the High and the Middle schools of the province and it was urgently necessary that the Government should start more training centres for equipping schools with trained and efficient teachers for teaching the new subject.

Sri S. Annaji Rao, in opposing the proposition said:

In the light of the difficulties in the working out of the new scheme in its entirety (as pointed out by a few speakers) we shall not be justified in

passing the resolution. It may give impression that we plump for the scheme down to the last detail. All that we welcome is the spirit underlying the new scheme. It is too premature to commit ourselves to an acceptance of the scheme unconditionally or without qualification.

10. This Conference requests the Government to treat the period of training of any kind needed by teachers under all agencies in connection with schemes of reorganisation of studies as period of service on other duty with eligibility for full pay and all allowances besides travelling allowance and daily allowance in cases of training out of headquarters.

Moving the resolution Sri K. S. Chengalroya Iyer said :—

“No words are necessary to urge you to pass this resolution unanimously. Whenever there is a change in the syllabus or curriculum of studies, it is the duty of the Government to see that Refresher Courses in the various subjects of study are arranged in the interests of the school going children. There is no use in the Government simply sending circulars which are not even read carefully by many teachers. Last year the Director of Public Instruction—perhaps to save expenditure and at the same time to give some kind of training to all teachers including Pandits, Drawing masters etc—sent round a circular asking the teachers' associations to arrange for refresher courses in their schools with the available expert scout masters and teachers. One or two in each district underwent the citizenship course in Saidapet or Mettur. In my district (Salem) the special officer of the District Board on representation from Headmasters was willing to sanction some money to run the courses in different centres but, I was told, the Government declined to sanction the expenditure.

A college professor who presided over a District Conference referred to this

circular and the way in which such courses are arranged by the headmasters and teachers' associations at the cost of poorly paid teachers and said it was only a farce. If courses are arranged it should be beneficial to all concerned.

The managements must be asked to supply the books necessary. No useful purpose will be served by simply sending a list of reference books to the schools. If the Government want that the students should be given the right sort of instruction in the courses of studies under the revised reorganisation scheme of Secondary Education, they should arrange in different places refresher courses at their cost. It is no use the Minister or officers running from place to place and appealing to the teachers to work the reorganisation scheme in right earnest.

This resolution requests the Government to treat the period of training of any kind needed by teachers under all agencies in connection with scheme of reorganisation of studies as period of service on other duty with eligibility for full pay and all allowances besides travelling allowance and daily allowance in case of training out of headquarters.

I request you to pass this resolution unanimously.”

In seconding the resolution Sri C. Ranganatha Aiyengar referred to the financial condition of the teacher and observed that in any training or refresher course which a teacher was called upon to undergo in order to get him to work the reorganised scheme of education, he should be absolved from all obligations to pay the expenses of the course and should be paid all the travelling and food and other charges in addition to the usual pay for the period on duty. The speaker recalled in this connection the days of his training in the Teachers' College, Saidapet, about 38 years ago and said that an L.T. student was passing rich with Rs. 15 per month as his stipend and was able to save Rs. 2 per month after meeting the food and other charges and that parties of students used to go to

Madras on week-end migration to have social parties in Ananda Bhavan. Those piping days of peace were gone for ever and the present day teacher was hardly able to make both ends meet. Under these conditions he should not be made to run into debt for the acquisition of qualification to work the reorganised scheme of education.

11. This Conference requests the Government to constitute a Statutory Provincial Board of Education with adequate representation for the universities, the teaching profession and other educational interests.

Moving the resolution Prof. E. N. Subrahmanyam, M.A., B.L., said that as their political leaders were not satisfied with Dominion Status but wanted political independence for India, likewise the teaching profession also should demand independence for Education. Education should be liberated from party and political influences and that could be done only if there was a Statutory Board representing the Universities, the organised teaching profession and other educational interests to advise the Government on all matters educational and professional. This Statutory Board, he said, should be a Brain Trust for Education.

Seconding the resolution Mr. H. Visveswaran of Ambasamudram observed that the advantage of creating a Statutory Board would be that it would not only be able to ensure continuity of policy but would also be able to take a bold and independent attitude in matters relating to Education. He pointed out that the confusion relating to the teaching of English whether it should begin in Form I or II would not have occurred if the Government had been guided by the advice of such a Board.

12. This Conference is of opinion that in the interests of efficient education, the strength of a class in charge of a teacher be restricted to 80.

Sri S. Avadhaniar moved the resolution.

Sri K. Padmanabha Nair seconding said :—

"You are all aware that efficient teaching in a class depends on various important factors, one of which is the number of pupils in a class.

How often have we heard it said or have we ourselves remarked, 'what an unwieldy class!'

If our instruction is to be efficient, we must be able to give individual attention to the pupils and for this, the ideal is, *one teacher for one pupil*. But this is practically impossible. So we must limit the class and the number must, on no account, be more than thirty. At the time of S.S.L.C. Examination, a teacher is asked to supervise only fifteen to twenty pupils. If for merely looking on at them, the number is limited to twenty or so, what need be said about the strength of a class where instruction also has to be imparted in an interesting and efficient way?

Last but not least, is the present day need for training the pupils for leadership and citizenship in accordance with the reorganised scheme of education. This means that the teacher is burdened with more heavy responsibilities. He has to look over the diaries of the various Squad leaders in a class and give them right guidance besides doing his usual routine work.

Hence I feel strongly that the strength of a class should never be more than thirty."

13. This Conference urges the Central Government to make liberal allocation of funds to the Provinces towards the spread of Basic Education.

Mr. E. H. Parameswaran, President, Tinnevely Dt. Teachers' Guild in moving the resolution emphasised that the scheme of Basic Education formulated and shaped by Mahatma Gandhiji had been accepted by the Central Advisory Board of Education as well as the Central and Provincial Governments. But very little progress had been made in the provinces due to

TAMIL DETAILED

| | | | | Rs. A. P. |
|---|--------------|-----|-----|-----------|
| SENTAMIL KOVAI <i>By Vidwan T. Ayyanperumal Konar</i> | | | | |
| Book I | for Form IV | ... | ... | 1 2 0 |
| Book II | for Form V | ... | ... | 1 4 0 |
| SANGA TAMIL VASAGAM <i>By Vidwan T. S. Kulandaivel Mudaliar & Vidwan T. K. Kuppusami Alwar</i> | | | | |
| Book I | for Form I | ... | ... | 0 12 0 |
| Book II | for Form II | ... | ... | 0 14 0 |
| Book III | for Form III | ... | ... | 1 0 0 |

TAMIL GRAMMAR & COMPOSITION

| | | | | |
|---|-------------|-----|-----|--------|
| SENTAMIL ILLAKKANAMUM MOZHI PAYIRCHYIYUM <i>Vidwan T. Pattusami Othumar</i> | | | | |
| Book I | for Form I | ... | ... | 0 10 0 |
| Book II | for Form II | ... | ... | 0 12 0 |
| PUDUMURAI TAMIL ILLAKKANAMUM KATTURAIYUM <i>By T. S. Kulandaivel Mudaliar & T. K. Kuppusami Alwar</i> | | | | |
| Book I | for Form I | ... | ... | 0 12 0 |
| Book II | for Form II | ... | ... | 0 14 0 |

GENERAL SCIENCE

| | | | | |
|---|-----|-----|-----|-------|
| ARIVU KALAI <i>By M. Vivekananda, B.Sc., M.Ed.</i> | | | | |
| Form I | ... | ... | ... | 1 0 0 |
| Form II | ... | ... | ... | 1 2 0 |

SOCIAL STUDIES

| | | | | |
|---|-----|-----|-----|--------|
| SAMOOGA ARIVIYAL <i>By P. Duraiskannu Mudaliar, M.A., L.T.</i> | | | | |
| Form I | ... | ... | ... | 1 2 0 |
| Form II | ... | ... | ... | 1 2 0 |
| Form IV | ... | ... | ... | 1 6 0 |
| Form V | ... | ... | ... | 1 14 0 |

MATHEMATICS

| | | | | |
|--|-----|-----|-----|-------|
| NAVEENA MURAI GANITHAM <i>By S Venkatarama Iyer</i> | | | | |
| Form I | ... | ... | ... | 1 0 0 |

ENGLISH

| | | | | |
|--|------------------|-----|-----|--------|
| POPULAR ENGLISH READERS <i>By P. D. Kannoo, M.A. Revised & Edited by Miss J. F. Forrester, M.A. Ph.D.</i> | | | | |
| Book I | for Forms I & II | ... | ... | 0 15 0 |

PALANIAPPA BROS.,

Teppakulam
Trichinopoly.

4, Rutland Gate
Madras-6.

paucity of Funds and want of trained teachers. Considering the urgency of the matter nothing less than a 5 year or 10 year plan of Basic Education would give us a renovated India with all the children, educated and trained according to the principles of Basic Education. This required an army of properly trained teachers and thousands of schools. Besides, schools had to be properly equipped with facilities for imparting instruction through the medium of a craft. The scheme involved a large expenditure and Provincial Governments that are faced with deficits on account of the introduction of Prohibition and other public utility works could not find the necessary funds for implementing the scheme without financial support from the Centre. It was therefore imperative on the part of the Central Government to allocate funds for the Provinces for carrying out the programme of Basic Education. Without such allocation from the Centre and an all round effort the Scheme of Basic Education was not likely to make any headway.

Seconding the resolution, Mr. S. Vaidyanathan of N. E. High School, Alathur, drew attention to the reasonableness of the demand. Reform of Secondary Education seemed still to be under violent controversy but there was more or less agreement about the Basic scheme. Education now was in two streams—the old system to a large extent and Basic system slowly feeling its way. With the Provincial Governments still ill equipped with financial resources even to keep going the old system in tolerably good repair, the new one could not come up as fast as we want unless the Centre made liberal allocation in money for it. Basic education must be the Central Government's job. The Central Government now made large contributions in the matter of food imports, large schemes of industrialization and irrigation, etc. Education was also a fundamental basic need, no less so than food, shelter or clothing. It was therefore quite reasonable to ask the Central Government to take charge of at least the Basic Scheme. The speaker recalled his previous year's

remarks at the Trichy conference asking for an Educational Truce for two or three years on the lines of the Industrial Truce called for by Pandit Nehru. It seemed eminently reasonable and beyond any controversy that the Centre should make liberal contribution for Basic Education in the provinces.

14. Resolutions moved from the chair

This Conference expresses its profound sorrow at the demise of Srimathi Sarojini Devi, Scholar, Poet, Educationist, Patriot and Administrator.

This Conference records its deep sense of grief at the loss sustained by the Teaching profession at the death of V. Saranathan, a former President of the Conference, A. Sundaresa Iyer of Tuticorin, T. Sadasiva Iyer, Retired Headmaster of Thirthapathi High School, Ambasamudram, and T. Lakshmipathi of Dharmavaram.

The resolutions were moved from the chair, all the members standing.

THE S.I.T.U. PROTECTION FUND LTD.

Policies issued during May and
June 1949.

| | | |
|----------------|-----|----|
| Tinnevely | ... | 8 |
| Madras | ... | 7 |
| Salem | ... | 4 |
| Tiruchirapalli | ... | 3 |
| South Arcot | ... | 2 |
| Nellore | ... | 1 |
| Coimbatore | ... | 1 |
| Chingleput | ... | 1 |
| Total | ... | 27 |

CONCLUDING ADDRESS

I must express my gratitude to you, my fellow delegates, for your very kind and understanding co operation which has enabled us to go through the programme. Let me thank the Reception Committee, its able Chairman, energetic Secretaries and other Office-Bearers for their splendid arrangements and their kind and generous help. During these three days we have worked like brothers. We have acted as Indians and not as members of Provincial or linguistic groups. I noticed here in this Conference that sense of oneness and equality that I had occasion to see in groups of Indians in foreign countries. In the light of such experience, we may feel sure that 'our teachers will help to promote tolerance and understanding among all sections of our population.

I have been deeply impressed by the sense of moderation, sobriety and reasonableness with which the discussions had been carried on. We may well be satisfied with what we have achieved in the course of this Conference. We have accepted in its broad outlines the Scheme of Re-organisation. But we asked for elasticity, freedom for adjustment in the light of our experience, and time for the full implementation of the scheme.

Our pre-occupations have been how best to turn the energies, intellectual, physical and moral, of our pupils into lines of civic responsibilities by which India might take its place in the great world. All other problems are for the present subordinate to this—how to enable India to rise to the full stature of her position as a great, free, resurgent nation !

We, teachers, are generally considered to be somewhat cautious, hardheaded, almost pessimistic, not easily carried away by vague idealism. But I was happy to note that you, my Fellow-Teachers, have discussed the problems regarding the education of our youth

with paternal sympathy, with enthusiasm, and with a confidence in our youth which was most refreshing. Nothing can be achieved without enthusiasm. Your hopefulness is of the best augury for the success of the difficult and far-reaching scheme of re-organisation that is before us.

Almost all the resolutions passed at this Conference reveal this attitude. But there are resolutions which have an indirect bearing on this. There is one resolution in which you have asked for opportunities for study, for an improved syllabus in the B.T. course, for refresher courses etc., all intended to increase the professional competence of teachers. The resolutions concerning service conditions and salary for teachers are also actuated by the desire of increasing the efficiency of our service to youth. These resolutions have to be reiterated year after year until we secure our objectives in their entirety. Stability in service is an absolute necessity. Without it there is no peace. The possibility of being deprived of the means of livelihood is a terrible menace. We want all to recognise the gravity of the question, and to realise the pang with which such a resolution is moved. Equality of conditions of service and remuneration etc. under all Managements is a just demand. The resolution on Provident Fund is a necessary complement to all these. In all this, we are not asking for concessions, we are claiming only justice and even that, not from a spirit of acquisitiveness but with the desire to secure those external conditions which will facilitate the achievement of our supreme purpose, the intellectual and moral training of the youth of the land. The one task before us is the forming of instructed and upright citizens of a great and free Nation. We pray God to help us in this task.

After the concluding Address, Rev. Fr. Jerome D'Souza distributed prizes and

(Continued on Page 263)

THE SOUTH INDIA TEACHERS' UNION

GENERAL BODY MEETING (12-6-49, 10 a.m.)

The Annual General Body Meeting of the S. I. T. U. was held in the Conference pandal, Municipal High School, Kurnool at 10 a.m. on Thursday the 12th May, 1949. Mr. S. Natarajan, President of the Union, presided.

The Secretary presenting the Annual Report of the Union for the year ended 31st March, 1949 referred to the representations made to the authorities on many problems connected with Salaries, Allowances and Service Conditions. The organisation of Children's Art and Book Week and Exhibition, the Essay Competition held in that connection and the investigation on Children's Reading Habit that was being conducted were also referred to. The Report stated, that Teachers' Associations were not evincing the same enthusiasm in the observance of the Education Week as before and that the financial position of the 'South Indian Teacher' and 'Balar Kalvi' was causing some anxiety. The Report appealed to all teachers to help the Union in its attempt to establish teaching on sound professional basis.

The Report also referred to the resignation of Mr. Sabhesan of his office of president of the Union for reasons of health. The Report stated:—

"Sri M. S. Sabhesan may rightly be called the Maker of the Union. His association with the Union marked a new and dynamic change in the programme of the Union. Sri M. S. Sabhesan served the Union as Secretary for nearly 17 years (1923—1940) and then as President till his retirement in March 1949. During this period, District Guilds were established in practically all districts. He has toured all over the Province and addressed most of our associations. His constant advocacy for the improvement of the salaries and service conditions of teachers helped to secure sufficient public attention to the teachers' cause. His keen desire to see teaching raised

to the status of a profession enabled him to place before the teachers the high ideals of this noble profession.

It is difficult to express adequately what the members of the Union owe to Sri M. S. Sabhesan. His health has become poor and is causing anxiety. It is our earnest prayer that he may soon be restored to good health and that the Union may have his wise guidance for many years to come."

Mr. E. H. Parameswaran moved that the Report be adopted. It was duly seconded. The President then threw it open for discussion.

Mr. K. N. Pasupathy, Secretary of the Kurnool Dt. Teachers' Guild and Member, Working Committee of the S. I. T. U., spoke on the progress made by the Union and deplored that some associations were in arrears.

Mr. S. Srinivasa Iyer of Cheyyar referred to the achievement of the Union during the year. He wanted the Journals to be really powerful and with that end in view he put in a strong plea for the owning of a press by the S. I. T. U. He appealed to all the teachers to become subscribers of the Journals. He also stressed the need for sufficient funds so that the S. I. T. U. could have a whole time paid Secretary.

Mr. K. S. Chengalrayan paid a tribute to Mr. Sabhesan who, he said, has secured a lasting place in the hearts of the teachers of this Province. He referred to the P. F. scheme now enjoyed by teachers and said that it was in no small measure due to Mr. Sabhesan's efforts. He wanted the Executive Board to make suitable arrangements for expressing the gratitude of the Union to Mr. Sabhesan for the invaluable services he has rendered to the Union through a long period of over 25 years.

Mr. Chengalrayan also desired that the Union should record its appreciation

The New C. L. S. Science Series in Tamil according
to the Latest (March 1949) Syllabus

CHITRA VIGNANAM

— by —

Prof. J. P. Manikkam, M.A., L.T.

Sri P. N. Appuswami, B.A., B.L.

Miss A. Appuswami, B. Sc., B. T.

These three authors have combined scientific scholarship, the beauty of excellent Tamil writing and a sound knowledge of teaching requirements. The result is a series of books which will astonish you by their progressiveness. They are illustrated with hundreds of excellent pictures and arranged in the most attractive style of modern text books. We are proud to announce ourselves as publishers of such an excellent series.

| | | |
|----------|-------------------|------------------|
| Book I | for Standard VI | Re. 1—2 |
| Book II | for Standard VII | Re. 1—4 |
| Book III | for Standard VIII | (in preparation) |

| | | |
|----------|----------------|------------------|
| Book I | for Form I | Re. 1—2 |
| Book II | for Form II | Re. 1—4 |
| Book III | for Form III | (in preparation) |
| Book IV | for Form IV | Re. 1—8 |
| Books | for Forms V-VI | (in preparation) |

Write to the publishers for illustrated leaflet

THE CHRISTIAN LITERATURE SOCIETY FOR INDIA
POST BOX 501 :: PARK TOWN :: MADRAS 3

Write also for lists of our wide selection of approved text-books for schools and also books for supplementary reading.

17.10.1949
M. DIAS

The South India Teachers' Union

OFFICE BEARERS



Sri S. Natarajan
(President)



Sri V. Arunajatal
(Secretary)



Sri G. Krishnamurthy
(Joint-Secretary)



Sri S. Swaminathan
(Treasurer)

of the services of Mr. Avinashilingam Chettiar to education and to the cause of teachers.

He deplored the tendency in some quarters to blame the Union. When certain things were not done, the Union came in for blame, but when certain things were done, the credit went to the Government. He ended with a tribute to the work of the Union.

Mr. Venkatanarayana brought to the attention of the General Body the very poor response to the appeal for funds to start the press. He recalled Mr. Sabhesan's deep and abiding interest in the well-being of teachers and told the members of the Executive Board's decision to make arrangements for expressing thanks to Mr. Sabhesan and appealed for hearty co-operation.

He denied the charge of the S. I. T. U. being indifferent to complaints from the mofussil. He gave instances of how in his district the complaints that were sent to the S. I. T. U. were promptly taken up and attended to.

Mr. Raja Sarma (of Nandyal) complained that mofussil delegates were not given facilities for participating in the conference. He pleaded for decentralisation and formation of Regional groups for carrying on the work of the Union effectively.

He spoke of the tendency among certain teachers to divide themselves into sections like Headmasters, Language Pandits, Secondary Grade Teachers etc., and wondered whether there was a need for such separate organisations at all.

He pointed out the need for publicity and the Editorials of the S.I.T.U. taking up a bold attitude. He pleaded for greater chance being given to people from the mofussil to express their views freely.

Mr. K. Parthasarathy spoke on the need for augmenting the resources of the Union and of the South Indian Teacher and appealed for what he termed the 'SIT' up Fund to make the S. I. T. really powerful.

Mr. L. R. Chandrasekaran appealed to all members to carry out the message of Mr. Sabhesan "to go forward having faith in the organisation and in your own self."

Closure motion was brought. The Secretary replied to the points raised in the course of the discussion on the Report. He pointed out that associations in arrears were mostly in the Guntur Dt. where there was no District Guild. He said that efforts would be made to form a Dt. Guild there. He denied the charge of any other association working under the auspices or inspiration of the S. I. T. U. He complained of lack of response to the circular regarding the Press Fund and assured the members of further efforts in the direction. He also referred to the decision of the Executive Board to appeal to all associations and members and others for funds so that the Union could arrange for a meeting to express its thanks to Mr. Sabhesan for his long and devoted service to the cause of teachers. Finally he appealed for co-operation from all so that the Union could carry on its work following the glorious tradition that had been built up.

The Report together with the Audited Statements of Accounts appended thereto was passed.

The election of office bearers was then taken up.

Mr. S. Natarajan was proposed for the Presidentship of the Union. It was duly seconded. As there were no other nominations the President declared Sri S. Natarajan elected for the office of President of the Union.

The following names were proposed for the office of two Vice-Presidents of the Union. Messrs. K. N. Pasupathy, G. Narayana Rao, A. Sathyanarayana, P. Doraikannu Mudaliar and L. R. Chandrasekaran. Voting by ballot resulted in the election of the first two. The President declared Sri K. N. Pasupathy and Sri G. Narayana Rao duly elected for the office of Vice Presidents of the Union.

Mr. V. Arunajatai was elected the Secretary and Sri S. Swaminathan

(Hindu High School, Triplicane) was elected Treasurer of the Union.

Mr. K. N. Pasupathy, Secretary of the Kurnool Dt. Teachers' Guild addressing the meeting stated that his Guild had just completed 25 years of humble service in the cause of the teaching profession and that it was proposed to celebrate its Silver Jubilee in a fitting manner. He stated that his Guild had the distinction of holding the Provincial Educational Conference twice.

Sri S. Natarajan, President of the Union, said that he would be failing in his duty if he did not congratulate the Kurnool Dt. Guild on its splendid record of work and its unflinching loyalty to the Union. He wished the Guild all success in the proposed celebration of its Silver Jubilee.

Vigilance Committee :

The following members constituted the Vigilance Committee :

1. Mr. P. V. Raja Sarma, Municipal High School, Nandyal, Kurnool Dt. (Convener).
2. Mr. E. N. Subramaniam, Theosophical College, Madanapalle, Chittoor Dt.
3. Mr. V. S. Venkatanarayana, St. Peter's High School, Nellore.
4. Mr. T. P. Srinivasavaradan, Hindu High School, Triplicane, Madras.
5. Mr. Samuel Muthiah, Caldwell High School, Tuticorin, Tinnevely Dt.

The President and the Secretary thanked the members and the meeting came to a close.

G. S. VISWA & CO.

Educational Publishers

520, Triplicane High Road, Madras 5

Text Books as per the reorganised Secondary School syllabuses for High Schools

1. **Tamil Malar Yachakam**—Books I & II for Forms I & II by Vidwan T. V. Chengalvaroya Mudaliar, Retd. Tamil Lecturer, St. Joseph's College, Bangalore.
2. **Social Studies**—for Forms I & IV (Tamil) by Mr. S. Maria Joseph, B.A., L.T., Assistant, Madras Christian College High School, Madras.
3. **A Text Book of Citizenship Training**—(Tamil) for Forms I & IV by Mr. L. Mariaprakasam, B.A., L.T., Senior Assistant, San. Thome High School, Mylapore.
4. **A Text Book on Folk Songs and National Songs** (A Supplement to Citizenship Training Books) for Forms I to IV by Mr. L. Maria-prakasam, B.A., L.T.
5. **Bharath English Readers**—Book I for Forms I & II by Mr. G. C. D'Cruz, B.A., L.T.

All the above books are ready and submitted to the T. B. C. for approval. Particulars of approval will be furnished immediately the consolidated list of approved books comes out. The heads of institutions and prescribing authorities are requested to write to us for specimen copies of these books required for perusal and prescription.

THE SOUTH INDIA TEACHERS' UNION

Executive Board

A meeting of the Executive Board of the South India Teachers' Union was held at 2-45 p.m. on Tuesday the 10th May 1949 in the Municipal High School, Kurnool —

Sri S. Natarajan, President of the Union was in the chair.

Members present: Messrs. A. Satyanarayana (Vice-President), P. Ramiah Choudry (Chittoor), T. R. Krishnayya (Anantapur), K. N. Pasupathi (Kurnool), P. Doraikannoo Mudaliar (Madras), V. S. Venkatanarayana (Nellore), Samuel Muthiah (Tinnevely), G. Krishnamurthy (Joint Secretary), C. Ranganatha Aiyengar (Journal Secretary), G. Srinivasachary (Addl. Journal Secretary), V. B. Murthi (Secretary, Protection Fund), and V. Arunajatai (Secretary and Treasurer).

The Secretary read out the minutes of the previous meeting which was duly approved.

The Secretary then reported that a circular was sent to the Members of the Working Committee seeking their suggestions as to how best the Union could express its gratitude to Sri M. S. Sabhesan for all the services he had rendered to the Union. He said that the replies received showed agreement on the following items: 1. Holding of a public meeting. 2. Presentation of a purse or article of value and 4. The institution of an endowment for the purpose of making it possible for an eminent educationist to deliver some lectures every year at the time of the Annual Conference or at any other suitable time.

The Executive Board resolved to request all affiliated Guilds and Associations and all individual members and others to contribute towards the expenses for effectively carrying out these suggestions.

The Executive Board then decided to adopt the 40th Annual Report of the Union to be placed before the General Body on the 12th May 1949.

The President informed the members that the Government had asked the Union to submit a statement of receipts and charges in connection with the Children's Art and Book Exhibition and that the same had been sent.

The Executive Board also resolved to approve the payment that had been made as honoraria to the Journal Secretary and the Additional Journal Secretary for the year 1948-49.

Mr. K. N. Pasupathi then placed before the Board the request of twelve teachers of Coles High School, Kurnool, Municipal High School, Nandyal and Board High School, Nandyal to become delegates to the Conference and reported that he had received their delegation fee later than the date prescribed. The Board resolved to admit them as delegates to the Conference.

The G. O. of December 1948 regarding the appointment of Pandits in middle schools for the teaching of the first language was then brought to the notice of the Board. The President said that information had reached him about the termination of services of some secondary grade teachers, apparently under this G. O.

The Board resolved that clarification of the G. O. should be sought and that the Government should be requested to see that secondary grade teachers who had all along been teaching the languages to the satisfaction of the headmasters should be allowed to continue to do so and that their services should not be dispensed with.

The Board also passed the resolution that the services of a permanent teacher should not be terminated without the previous approval of the District Educational Officer.

Action on Resolutions:

A note on the Resolutions passed at the 89th Madras Provincial Educational Conference held at Kurnool and presented to the Director of Public Instruction, Madras—

Resolutions 1 and 9, and 2 and 10

Resolution 1 relates to the Reorganisation of Training Schools and Colleges. It was felt at the Conference that this should be undertaken immediately so that the new teachers will be fully equipped for working out the Reorganised Scheme of Education.

Resolution No. 9 relates to the organisation of Refresher Courses for teachers who are now in service. When in 1939 the S. S. L. C. scheme was reorganised, Government and Universities organised special courses on the teaching of English and on the teaching of Science, with special reference to Biology. A similar course would be necessary now for Social Studies. It would also be necessary to organise special courses for those who will be working in the middle schools to indicate to them how best the craft work could be correlated with the teaching of the languages, mathematics, science, social studies, etc.

Resolution No. 2 requests that the basis of grant to aided Training Schools and Colleges be increased. The Executive of the Union had recommended that the grant-in-aid to these institutions be at least three-fourths of the net cost. Training Schools do not levy fees and hence net cost in their case is the whole expenditure. In view of the large demand for teachers, it may be necessary to utilise the services of aided agencies for increasing the rate at which teachers are being trained. This increase in the rate of grant would not only enable existing aided training schools to function more efficiently but would encourage other managements to come forward to shoulder the responsibility.

Resolution No. 10 requests that when teachers attend refresher courses organised by the Department or by Teachers' Guilds with the approval of the Depart-

ment, their expenditure such as travelling allowance, food and other camp charges should be made admissible for purposes of aid and their absence from school should be regarded as on other duty. Teachers are eager that they should fit themselves into the new scheme. But in these hard days they should be relieved of the financial obligations involved in attendance and participation in refresher courses and camps.

Resolution No. 3

This resolution gave an opportunity for many delegates to speak on how serious the problem of insecurity of tenure has become during the year. It was brought to the notice of the Conference that the services of teachers are being terminated on such grounds as 'retrenchment due to reorganisation'.

A recent circular to the effect that the teaching of the regional language should be entrusted to qualified persons has been interpreted to mean that only those possessing oriental titles should be appointed to teach the regional languages even in Forms I to III and accordingly the services of secondary grade teachers seem to have been terminated. Secondary grade teachers have been teaching the regional language for many years and they have been doing so efficiently too. That there are not sufficient oriental title holders is well known. While the appointment of oriental title holders to teach the regional languages even in Forms I to III would be of some advantage in respect of better teaching of the language, it must be remembered that the secondary grade teacher is an all rounder and can be of greater use to the school. It is therefore requested that orders may issue to the effect that in making new appointments preference may be given to oriental title holders and thus the language staff may be strengthened, but that secondary grade teachers now in service need not be sent out.

The new contract requires that if 'incompetence' is the reason for termination of service, the prior approval of

the District Educational Officer has to be obtained before notice of termination is given. This rule is sought to be evaded by notice of termination being given before the period of 5 years. It is therefore suggested that the contract be modified that in any case of termination of service the previous approval of the District Educational Officer should be obtained; also in respect of teachers on probation it may be salutary if the opinion of the District Educational Officer is taken before regarding the service as unsatisfactory.

It is the general feeling amongst the delegates that even the revised form of contract has not secured for the teacher even a reasonable measure of security of tenure.

By resolution 3 the Conference also urges upon Government that the recommendations of the Central Pay Commission in regard to salary scales and allowances of teachers be adopted. The Conference was alive to the implications of the request and felt that time may be required to implement the recommendations. As a measure of immediate relief the Conference has urged (1) in Resolution 5 (a) the grant of house rent allowance to all teachers employed under local bodies and private managements, (2) in Resolution 5 (b) the payment of Rs. 5 to aided elementary school teachers from provincial funds instead of leaving it to be paid by the management, (3) in Resolution 6 to ensure a reasonable retirement provision by increased bonus and Government contribution to the Provident Fund of teachers and (4) in Resolution 7 the provision for free education of the children of teachers of all grades in all schools under all agencies.

The Conference felt that changes in the personnel of the Cabinet often caused serious changes in the policy and even in the frame work of the Educational structure. Great caution is necessary before introducing changes and success in Education is largely ensured by stability.

Resolution No. 11

The Conference felt the need (and especially now during a period of transi-

tion) for a Statutory Board of Education with adequate representation for the universities, the teaching profession and other educational interests. The decisions of such a Board would certainly help to ensure not only correct planning but stability.

In Resolution No. 8 the Conference requested the establishment of a Bureau of Experiments and Research in Education. The need for the preparation of Tests of Intelligence and of achievement suited to our conditions was stressed by the delegates. Such tests would help to make our school examinations more uniform and of great reliability. They will also be of help for guidance to post-secondary courses and for vocation.

The delegates of the Conference strongly felt the growing volume of work caused by large classes. The present permitted strength is 45 and exemptions are granted up to 50, and it was reported that many schools under local boards were having their classes combined as on account of administrative delays teachers were not appointed. The Conference urges Resolution No. 12 that the maximum strength of a class per teacher should not exceed 30.

Note on the main topic of the 39th Madras Provincial Educational Conference held at Kurnool in May, 1949—

The main topic for discussion at the Conference was "School Activities." It was discussed under the following headings:—

- I. The School Republic—Its organisation and its educative value.
- II. Squad system—Its value in discipline, team work and group studies.
- III. School Excursions — Camps, etc.—Their value in Education.
- IV. Creative Activities—(1). 1. Art. 2. Craft. 3. Hobbies.
- V. Creative Activities—(2). 1. Dramatisation. 2. School Magazines. 3. Exhibition.

VENKATRAMA & CO.,

EDUCATIONAL PUBLISHERS & BOOK-SELLERS

I-C, ANDERSON ST., P. B. 92, G. T., MADRAS

*Books published according to the Reorganized Secondary School
Final Syllabuses. Stocks are ready for Sale*

1. **SOCIAL STUDIES**, For Forms I & II—in Tamil
By Sri K. GOVINDACHARI, M.A., L.T., 1st Assistant, Sir M. CT.
Muthiah Chettiar High School, Madras.
2. **GENERAL SCIENCE**, For Forms I & II—in Tamil
By Sri C. SWAMINATHAN, B.A., L.T., Senior Science Assistant,
Danish Mission High School, Tiruvannamalai.
3. **TAMILMANI VACHAKAM**, For Forms I & II
By Sri R. VISWANATHAN, M.A., B.O.L., Professor in Tamil,
Presidency College, Madras.
4. **NEW METHOD TAMIL GRAMMAR & COMPOSITION**
For Forms I & II
By Sri N. NANJAPPA, B.A., B.O.L., L.T., Assistant, Board High
School, Dharmapuri.
5. **THENE TAMIL KOVAI** (Tamil Selections), For Forms IV & V
By Sri M. RAJAMANICKAM PILLAI, M.O.L., L.T., Lecturer in Tamil,
Vivekananda College, Madras.
6. **LOTUS ENGLISH READERS**, For Forms I, II, IV, V
By Sri S. NARASIMHAN, M.A., L.T., Professor in English.
7. **ADARSA HINDUSTANI READERS**, For Forms I to IV
By Sri M. SANGAMESAN, B.A., HINDI VISARAD.
8. **FAMOUS EXPLORERS**, English Non-detailed Text-Book
For Forms IV & V. (Approved for Class use).
9. Thennattu Perarasar } Tamil Non-detail Texts For Forms I to III.
Illakkiyak Kathaikal }
Indiyap Periar Muvar } Tamil Non detail Texts For Forms IV & V.
Viswanathanayakar }
- NEW MODEL TAMILAGA VACHAKAMS, For I to V Standards

VENKATRAMA & CO.

VI. Social Service:

(Continued from Page 254)

- i. Removal of illiteracy.
- ii. Health and Cleanliness.
- iii. Co-operative Service :
 - (a) School lunch.
 - (b) Depot.
 - (c) Savings Bank.

VII. Celebration of National Festivals—Fostering the love of the country and creating an admiration of our National Heroes.

VIII. School Activities—A review of a year's work.

The general impression created by the discussion was that teachers were aware of the educative value of these activities and were eager to exploit them to the fullest advantage. They had certain impediments, such as rigidity of regulations, lack of funds, lack of guidance, inadequate equipment and large size of the classes; the absence of suitably provided camp sites resulting in avoidable duplication of expenditure, unnecessary strain to teachers. These were all stressed.

certificates to all those who had taken part in the Entertainments and Exhibition

Sri D. N. Babu Rao, Vice Chairman, Reception Committee proposed a vote of thanks to the President and Sri V. Arunajatai seconded it.

Messrs. G. Krishnamoorthy (Trichy), S. Balakrishna Joshi (Madras), E. N. Subramanian (Madanapalli) and Samuel Muthiah (Tuticorin) thanked the Reception Committee for the excellent arrangements made for the comfortable stay of the delegates and the successful conduct of the conference.

Sri K. N. Pasupathy, General Secretary of the Conference, thanked all the delegates and the patrons and donors for their liberal aid and the workers and the authorities of the several institutions and the Municipality for their encouragement and co-operation.

Sri E. N. Subramanian conducted the prayer and with the enchanting rendering of the National Anthem by Sri S. Vaidyanathan (of Alathur) the conference came to a happy and successful conclusion.

The President of the South India Teachers' Union, Sri S. Natarajan interviewed the Hon'ble Sri K. Madhava Menon, Minister for Education, on Friday the 17th June 1949 and acquainted him with the proceedings of the 39th Madras Provincial Educational Conference held at Kurnool and the resolutions passed therein.

He also brought to the notice of the Minister cases of interference by school managements in internal affairs which rightly belong to the Headmaster. He further pointed out cases of termination of service of teachers in several schools and told the Minister how even the revised form of contract did not ensure security of tenure.

The Minister gave a sympathetic hearing and promised to do the needful.

THE SOUTH INDIA TEACHERS' UNION

REORGANISATION OF SECONDARY EDUCATION

An Extraordinary Meeting

At the instance of the President of the South India Teachers' Union, an extraordinary meeting of the Presidents of the District Teachers' Guilds, Headmasters of City Schools and Office-bearers of the South India Teachers' Union was convened, to discuss some of the urgent problems of Secondary Education, on Saturday the 21st May 1949, at 11 a.m. at the Madras Christian College High School, George Town, and adopted the following Resolutions:—

1. This Conference recommends that the language part of the Reorganised Scheme of Secondary Education be introduced in stages so that the scheme introduced in Form I in 1948-49 may be extended to Form II in 1949-50, and Form III in 1950-51, and Form IV in 1951-52, and so on, the first examination in the language part according to the reorganised scheme being held in March 1954.

2. Languages

The Conference feels that there should be a qualitative difference in the scope and content of the first and second languages at the High School stage and recommends that the course of studies in the first language may comprise a study of set books for extensive reading, composition and comprehension of passages in prose and verse, while that for the second language may include a detailed study of prose and poetry and grammar.

3. Introduction of Algebra and Geometry.

With a view to meeting the requirements of the Universities this Conference recommends that a composite course in arithmetic, algebra and geometry be framed and offered as an alternative to the general mathematics course in Forms V and VI; and if for any reason it is not considered immediately practicable, then as a temporary measure it recommends that a course in algebra and geometry may be provided as an additional subject for those pupils who desire it in Forms V and VI without in any way affecting the other examination subjects. It also recommends that in Form IV in the year 1949-50, some provision may be made for the study of formal mathematics.

4. Hindi in the script of the regional language or Roman script.

The Conference expresses emphatically against the adoption of the regional language or Roman script in the study of Hindi and declares its opinion that Hindi should be taught in the Devanagari script.

5. Text-Books.

In as much as the list of books approved by the Text-Book Committee may not be published before the schools reopen, this Conference recommends that, as a special case for the school year 1949-50, Headmasters may be given freedom to choose books from amongst those available without waiting for the approval of the Text-Book Committee.

Triplicane, }
22nd May 1949. }

V. ARUNAJATAI,
Secretary.

OUR BOOK-SHELF

Stories from India, Books 3 and 4: (Publishers: Oxford University Press. Price 8 As. and 9 As. respectively.)

These are stories current among tribes of Mahakoshal—adapted from Verrier Elwin's Folk Tales. Suitable for reading in III and IV Forms of Secondary Schools.

M. K. Gandhi—My Early Life: arranged and edited by Mahadeo Desai. (Publishers: Oxford University Press. Price Re. 1-2-0.)

Our readers will be interested to note that this book of 106 pages has been prescribed as a book for non-detailed study for the S.S.L.C. public examination of 1950.

National Readers: Primer and Nos. 1 to 3. (Publishers: Macmillan & Co., Ltd. Price 10 As., 12 As., Re. 1-2-0 and Re. 1-6-0 respectively.)

Just suitable for English classes from Form 1st to 3rd Form in the reorganised Secondary School scheme.

Coromandel Readers, No. 1: by Prof. A. Rama Iyer. (Macmillan & Co., Ltd. Price 14 As.)

Prepared in accordance with the syllabus for the Reorganised Secondary School course in Madras—first year course and a portion of the second year course are included here.

The Bull and other Poems: by Ralph Hodgson. (Macmillan & Co., Ltd. Price 10 As.)

These short verses written in simple verse forms are of high poetic quality. The author impresses the reader with his power of imagination and striking and sustained effects. He has extraordinary gifts for compressing the utmost emotional and dramatic significance into a few brief words.

Tagore Readers, Book I and Supplementary Readers Grade 1 (6 books) (Ambika Bros., Myslapore. Price 12 As., and 4 As. each respectively.)

These form a complete set for first year course of English in Secondary School scheme.

Every Day Mathematics (Dinasari Kanakkiyal) in Tamil by T. S. Rajagopalan (Indian Publishing House (Price: Part I for IV Form Re. 1-12-0, Part II for V and VI Forms Rs. 2-8-0.)

The author who is well known as the writer of books on mathematics for Secondary School pupils, has now brought out these new books for the use of upper forms of High schools, brought up to date in accordance with the revised syllabus. The special features are that the exercises bear on everyday experiences of the pupils, and correlation with agriculture, rationing, and bank methods. A history of mathematics as evolved by the Hindus, Chinese and Europeans is given to interest the pupils. Tests are introduced at regular intervals.

Books, Pamphlets, Leaflets and Periodicals: Receipt of the following publications is thankfully acknowledged.

1. Economic Commission for Latin America.
2. Catalogue of Publications (F.A.O.)
3. World Health Organisation.
4. World War on Tuberculosis.
5. Universal Declaration of Human Rights.
6. Food and Agricultural Organisation.
7. Price List of selected Current United Nation's Documents and Publications.
8. United Nation's Information Centre.

(Continued on page 267)

THE SOUTH INDIA TEACHERS' UNION

Diary for May and June 1949.

1. 10th to 12th May 1949. Provincial Educational Conference at Kurnool under the Presidentship of Rev. Fr. Jerome D'Souza, S. J.
2. 17th May 1949. The President met the Director of Public Instruction Madras, and acquainted him with the proceedings of the Kurnool Conference and the resolutions passed therein and also sought clarification on certain points.
3. 21st May 1949. An Extraordinary Meeting of the Presidents of District Guilds, Headmasters of City Schools and Office-bearers of the S.I.T.U. was held at the Christian College School to consider the new situation arising out of the introduction of English in Form I and the need for providing for the study of algebra and geometry in Form V, and other matters and to make known to the authorities how best 'stable conditions' could be ensured for the working of the scheme during the academic year 1949-50. Sri D. S. Reddy, D. P. I., attended and took part in the discussions. Five resolutions were passed.
4. 22nd May 1949. The President and the Secretary of the Union interviewed the Hon'ble Sri A. B. Shetty and acquainted him with the proceedings of the Kurnool Conference and the resolutions passed therein.
5. 12th June 1949. Mr. C. C. Nair, President of the Malabar Aided Ely. School Teachers' Union met the President and discussed on two main questions which he wanted to present to the Deputy Director of Public Instruction.
6. 17th June 1949. The President of the Union interviewed the Hon'ble Sri K. Madhava Menon, Education Minister, and acquainted him with the proceedings of the Conference and resolutions. He also brought to the notice of the Minister cases of interference by school managements in internal affairs. He further pointed out cases of termination of service of teachers in several schools and told the Minister how even the revised form of contract did not ensure security of tenure.
7. 20th June 1949. The President of the Union attended a meeting of Principals of Training Colleges in connection with the proposed visit of Rev. E. W. Menzel to the city.
8. 25th June 1949. Informal meeting of the Office-bearers of the Union and the Protection Fund to exchange notes and to discuss the programme of work for the year.

MACMILLAN'S APPROVED BOOKS

For the New Syllabuses.

ENGLISH

COROMANDEL READER I

By PROF. A. RAMA IYER, M. A.,

Principal, National College, Tiruchirapalli.

105 + vi pages

Annas 14

TELUGU

NEW ELEMENTARY MATHEMATICS FOR FORM I

By CH. LAKSHMANA RAO, B. A., B. Ed.,

Senior Mathematics Assistant, Mrs. A. V. N. College High School, Vizagapatam.

224 + viii pages

Re. 1-8

(Book II expected early August)

NEW ELEMENTARY SCIENCE FOR FORM I

By G. VISWESWARA RAO, B. A., L. T.,

Science Assistant, Municipal High School, Vijayawada.

164 + iv pages

Re. 1-4

MACMILLAN & CO., LTD.,

PATULLO ROAD

::

MADRAS-2

(Continued from page 265)

9. List of United Nation's Publications for Schools and Colleges.
10. The United Nations in 1948.
11. Federal Government Funds for Education (Leaflet No. 79 of Federal Security Agency of Office of Education.)
12. Post-War Britain—1948-49 (published by Central Office of Information, Britain.)
13. To-Day, Nos. 16, 17 & 18 (being pictorial reviews of events in Britain and elsewhere of interest to colonials everywhere.)
(Nos. 12 and 13 supplied by British Information Services.)
14. Report of the Preparatory Conference of Representatives of Universities—convened at

Utrecht, 2-13 August 1948, by
UNESCO.

15. Report of the Proceedings of the Meeting of Indian Historical Records Commission, Vol. XXIV held at Jaipur in February 1948.

C. R.

Pupil Records of Social Activities suitable for Form I, II, IV & V

*Prepared in accordance
with the latest syllabus*

Foolscap Size :: Strong Covers

Copies are available from:

The Manager,

**DON. BOSCO PRESS,
TANJORE.**

THOUGHTS ON CURRENT EVENTS

‘THINKER’

The Language Problem

Both the educationists and the politicians have combined to make a muddle of the whole question of languages in secondary schools. One thing has been unanimously conceded—the regional language or the mother tongue should be the pupil's first language. The politician wants Hindi as second language to be introduced compulsorily, so that it may take the place of English in the national life of the country. If this is accepted, a third language, English, becomes a heavy burden on the pupils of the lower secondary forms. Hence either English should be taken to a later stage, i.e., from IV Form or if it regains its present place as second language from I Form onwards, Hindi can come in only from IV Form. The present scheme of the language course should be revised both from the point

of view of the reduction of the strain on the young pupils and their psychological background. English, being a difficult language, requires more time to be taught and needs to be introduced at a very early stage in the secondary school course. Hindi is more easily learnt and it is my experience that pupils of the IV, V and VI Forms learn the elementary lessons in it in a period of three months since the language is more alike any of the vernaculars. So, if Hindi is made compulsory (with Sanskrit in the alternative) from IV Form in a period of three years a fairly sound knowledge of the language of the Rashtrabhasha standard can be picked up by the time a pupil completes the School Final course. There should be no language burden until IV Form when Hindi or Sanskrit should be studied.

A TEXTBOOK THAT EMBODIES THE EXPERIENCE OF A GREAT - - - TEACHER - - -

Wren's "Progressive English Composition"
has beat all records as a textbook of
English Composition, because it is written
on thoroughly practical lines, and gives
- - only what is practicable. - -

Its phenomenal success has brought into
the field many imitators, but these com-
- pilers have always lagged behind. -

59th Edition.

Four Chapters treating of Analysis of Simple
Sentences, Clauses, Analysis of Complex
Sentences, and Analysis of Compound (Double
and Multiple) Sentences have been added to
- - - this Enlarged edition - - -

AS AN ELEMENTARY TEXTBOOK OF ENGLISH
COMPOSITION, WREN'S "PROGRESSIVE ENG-
LISH COMPOSITION" HAS ATTAINED A POPU-
LARITY UNPARALLELED IN THE ANNALS OF
- - SCHOOL-BOOKS IN OUR COUNTRY. - -

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Agents for Madras Presidency :—

The Christian Literature Society for India, Park Town, Madras.

The South Indian Teachers' Union Protection Fund, Ltd.

*Proceedings of the Twenty-first Ordinary General Meeting
held on 11—5—49.*

The Twenty-first Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd. was held at the Coles Memorial High School, Kurnool, on Wednesday the 11th of May, 1949 at 4 p.m. with Rev. D. Thambuswami (Vice-President) in the chair in the unavoidable absence of the President Sri M. S. Sabhesan.

Sixty-nine members were present.

Sri V. B. Murthi, the Honorary Secretary, read the Notice of the Meeting dated 1st April 1949.

The Secretary then presented the Annual Report and the Statement of Accounts for the year ended 31st December, 1948. On the motion of Sri T. P. Srinivasavaradan, seconded by Sri V. Jayarama Iyer, the report was taken as read.

Sri S. Natarajan in proposing that the Report be adopted and Sri T. P. Srinivasavaradan in seconding the proposition, congratulated the Board of Directors and suggested ways and means of further intensifying propaganda and thereby increasing the membership of the Fund. There was a discussion on the Report in the course of which Sri S. Srinivasan of Cheyyar, Sri L. R. Chandrasekaran of Madras, Sri R. Mahadevan of Mayavaram, Sri K. Parthasarathy of Kurnool, Sri H. Visweswaran of Ambasamudram, Sri S. Dhandapani Iyer of Tanjore, Sri J. Vaidyanatha Iyer of Madras and others took part. After the Secretary's suitable reply to the various points raised by the members, the Report was adopted unanimously.

The election of Office-Bearers was next proceeded with. The following were elected unanimously :—

- i. Rev. D. Thambuswami as *President* (Proposed by Sri S. Natarajan and seconded by Sri L. R. Chandrasekaran).
- ii. Sri T. P. Srinivasavaradan as *Vice-President* (proposed by Sri S. Subramanyam of Ambur and seconded by Sri K. Parthasarathy).
- iii. Sri V. B. Murthi as *Secretary* (Proposed by Sri C. Ranganatha Iyengar and seconded by Sri L. R. Chandrasekaran).

Eleven names were proposed for the membership of the Board of Directors. A ballot was held; and the following were declared elected :—

- | | |
|---|---|
| 1. Sri K. N. Pasupati of Kurnool | 4. Sri K. S. Chengalroya Iyer of Kaveripatnam |
| 2. „ E. N. Subramanyam of Madanapalli | 5. „ B.R. Ebenezer of Pernambut & Ramnad |
| 3. „ E. H. Parameswaran of Ambasamudram | 6. „ K. Narayanan of Abiramam, |

The Meeting placed on record its appreciation of the services to the Fund by the retiring Directors.

Election of Auditors: Proposed by Sri T. P. Srinivasavaradan and seconded by Sri S. Subramanyam, Messrs. V. Soundararajan & Co., Registered Accountants were elected unanimously as Auditors for the year 1949.

Remuneration of Auditors: Proposed by Sri S. Natarajan and seconded by Sri L. R. Chandrasekaran that the Auditors' remuneration be fixed at Rs. 250/- was passed unanimously.

Moved by Sri V. Jayarama Iyer and seconded by Sri C. Ranganatha Iyengar the following resolution was passed :

“ This Meeting of the General Body, in grateful appreciation, places on record the valuable services rendered to the S. I. T. U. Protection Fund by Sri M. S. Sabhesan, ever since its inception and prays for his speedy recovery.”

Resolved to convey the above resolution to Sri M. S. Sabhesan.

The Secretary proposed a vote of thanks to the Chair and the authorities of the Coles Memorial Hall, Kurnool.

TWO NEW SERIES OF TEXTBOOKS IN TAMIL WRITTEN TO SUIT THE REORGANIZED SECONDARY SCHOOL COURSE

PODU VIJNANAM (General Science)

By three experienced teachers in the Hindu High School, Madras

T. P. Srinivasavaradan, B.A., L.T.,

S. Swaminathan, B.A., L.T., and V. Narayanaswami, B.A., L.T.

This is a new series of General Science books for pupils in Secondary Schools. It consists of five graded books (for Forms I—VI) and constitutes a simply-written and progressive course of General Science following the departmental syllabus.

Book I (Re. 1) and Book IV (Re. 1-8) for Forms I and IV are now ready. Book II is expected shortly. Books III and V are in preparation.

OXFORD NAVEENA GANITHAM (Oxford Modern Mathematics)

By R. Narasimhachari, M.A., L.T., Assistant, P. S. High School, Madras

This *new series* constitutes a six-year course for Forms I—VI of Madras Secondary Schools conforming to the latest departmental syllabus. Special attention has been devoted to the typographical arrangement and the illustrations. The books are set in clear type and carefully printed. Book I (Re. 1-8) for Form I is ready; Book IV, and the rest of the series are in active preparation.

ENGLISH : *Approved by the Textbook Committee are The Oxford English Course, A Way to English, Lambert's English Readers and The Village Readers for Form I—V and Standards VI—VIII; A Pictorial English Grammar, Parts I and II for Forms II and III; Oxford High School Grammar for Forms IV—VI.*

Heads of schools wishing to examine these books with a view to adopting them in their classes are requested to communicate with us

OXFORD UNIVERSITY PRESS



EDITORIAL

The Educational Conference

The 39th Provincial Educational Conference held at Kurnool from 10th to 12th May 1949 was a great success. The teachers of the Presidency should be congratulated on their excellent choice of the President of this year's conference. Rev. Fr. Jerome D'Souza, S. J., Principal of the Loyola College, Madras, who presided over the sessions proved indeed the ideal President. His grasp of educational problems of the country, his intimate knowledge of the various phases of education, his great patience and sweetness of temper were all brought to bear in the guidance of the deliberations of the conference. His tolerance of mannerisms of various kinds, from the serious Vaidyanathan of Alathur to the jovial and highly humorous Avadhanian of Katpadi, is indeed a remarkable possession for a President of Conference. He was able to get at the truth underlying the speeches of various speakers who participated both in the resolutions and in the discussions on Social Studies and place it before the Assembly in a concise form. There was no bitterness, no discontent and no ill-will begotten of the entire conference affair and everybody went off in the spirit of having participated in a very successful session.

The attention of the popular Government is drawn to the few important resolutions passed at the conference. These relate chiefly to the unsatisfactory conditions and the salary scales and amenities to teachers. The discussion on social studies and a review of a year's working of the revised S.S.L.C. scheme by experienced teachers who have had to deal with the subjects will, we are sure, provide ample material to those at the helm of affairs engaged in a consideration of the revision of the courses on the basis of public criticism.

The new Minister of Education, the Hon'ble Sri K. Madhava Menon, seems to go cautiously and march with public opinion. We hope he will take the people on the spot into confidence in

making changes in the field of education.

In spite of the very hot weather the delegates representing all parts of the presidency remained throughout the three days of the Conference. The arrangements for their lodging and boarding left nothing to be desired. The Reception Committee spared no pains to make the stay of the delegates as comfortable as possible. We should like to mention particularly the name of the General Secretary of the Conference, Sri K. N. Pasupathi, but for whose enthusiasm, energy and drive the very Conference itself could not have taken place.

The Kurnool District Teachers' Guild under whose auspices the Conference was held with Mr. Pasupathi as the moving figure guiding it has always been a loyal constituent of the South India Teachers' Union. It is shortly to celebrate its Silver Jubilee. We wish the Guild a still more glorious record of service to the profession and the cause of education in the district.

Our New President

The General Body of the South India Teachers' Union at its meeting on the 12th May 1949 at Kurnool, elected unanimously Sri S. Natarajan as the Union President in the place of Sri M. S. Sabhesan who had retired. Sri Natarajan's ability to fill the responsible post is unquestionable. His long association with the Madras Teachers' Guild as its Secretary and with the South India Teachers' Union as its Journal Secretary and later as Secretary, and his own position as Headmaster of the St. Gabriel's High School, Madras, have given him opportunities of intimate contact with teachers all over the province—nay, even all over the country—and acquaintance with educational problems of the province, country and beyond. He has the rare gift of clear and reasoned speaking. We hope that he will fill this high post with distinction and lead the organisation along safe and sound paths. We wish him long life and a happy record of service.